

GROWTH OF CONFERENCE IDEA.

✠✠✠A most encouraging evidence of the progress of Catholic educational interests throughout the country—of the growing strength of its forces—is the spread of the convention or conference idea. The past summer has witnessed unusual activity in this direction. In addition to the notable gathering of Catholic educators at St. Louis in July, there were held in a number of dioceses, conferences of the teachers of different Orders and members of the clergy, wherein matters of local and general educational interest were discussed with profit. Besides this, more convent institutes were held during the recent vacation period, than ever before, and in all cases the programs carried out showed a most progressive spirit among the teachers—a lively interest in all methods and suggestions calculated to advance the standard of parish school work.

What we desire to notice here particularly are the diocesan and city conferences, which though of comparatively recent origin and as yet held regularly in only a few dioceses, have already proved their value and deserve to be encouraged. Besides the stimulus these conferences give to the teachers of different Orders, in enabling them to compare educational experiences and gain helpful suggestions as to methods and materials, they also make for uniformity in texts and curricula, and thereby serve to strengthen local parish school systems.

At present we find in many cities parish schools in charge of several different orders each working along without reference to the others. The result is that when new parish lines are drawn or families move from one part of the city to another, necessitating the transfer of pupils, much difficulty is encountered because of differences in text books, systems of grading, etc. These differences can best be adjusted by conferences of the principals of the several schools, the Rev. Clergy and diocesan authorities. And the oftener these conferences are held, enabling discussions of matters of general policy, methods and organization, the more rapidly with the local school system's advance. Even after certain uniformity in texts and grading is secured, enough business of a minor nature comes up during the year to warrant the holding of one or two general conferences. A good arrangement would be to have one conference after the close of the schools in June or July, and another during the Christmas recess. Uniformity that will evolve strong local parish school systems is imperative, and it may be desirable to extend the same to all the schools in a diocese. But absolute uniformity in texts and curricula for the schools of the whole country is, in the opinion of most authorities, neither desirable nor practicable.

DAILY MASS FOR SCHOOL CHILDREN.

✠✠✠Of the diocesan conferences held this summer, those at Rochester and Columbus, O., were particularly successful. The proceedings of both these meetings, including the papers read, have been published in pamphlet form. The Rochester conference which convened for three days under the presidency of the Vicar-General, was attended by over 200 Sisters, representing the Sisters of Mercy, St. Joseph and Notre Dame. The Columbus conference, which was presided over by Father Howard, diocesan superintendent, and encouraged by the presence of Bishop Hartly, was participated in by sixty-four principals and teachers, the diocesan school board and members of the clergy generally. After the reading of papers and general discussions on various topics, a vote of the principals was often taken to determine their exact sentiment on the proposition—such vote being regarded in the nature of a recommendation, with no binding force.

As indicative of the range taken by the matters brought before this conference, it might be stated that the meeting touched upon the important, though seldom discussed question of compelling school children to attend daily Mass. We quote from the proceedings:

"Several teachers thought it advisable not to require children to attend daily Mass; other teachers stated that they found no difficulty in getting the children to come.

"Father Mulhane said, in regard to the custom of compelling children to attend daily Mass, and punishing them if they failed to do so, he was once talking to a man who had fallen away from the practice of his religion. This man told him that he had so much religion thrust upon him during his early years, and, in fact, he had laid in such a supply, in the daily attendance at Mass during his school life of eight years, that he had enough to do him at present, and, later on, he could catch up for anything he might lose just now. This may seem frivolous, but it points a moral. Bishop Rosecrans solved the difficulty on the question of the daily Mass, long ago, by saying it was not wise to force the daily Mass upon the children—but, to encourage it.

"A teacher stated that the Sisters at her school had no trouble about getting their children to come to daily Mass. This, in spite of the fact that some come from a distance of four or five miles, and had to get up at five o'clock in order to reach church in time for the Holy Sacrifice.

"Bishop Hartley here observed that we can not make it an obligation for the children to attend Mass every day, but the Sisters should use their best endeavors to encourage them to attend, and bring this about in an inoffensive way. He said there was no fear of them getting too much piety. He also stated that no punishment should be given for not attending the daily Mass."

CATHOLIC SCHOOLS IN GOVERNMENT REPORT.

✠✠✠For the first time in the history of the annual reports of the United States Bureau of Education, the Catholic parochial schools are this year given the attention that they deserve. Advance sheets of this section of the report have just been issued. When it is stated the article was prepared by Rev. Morgan L. Sheedy of Altoona, Pa., it will be needless to say that the subject matter is well covered. The facts and figures presented with reference to the work the church is doing in the line of elementary education will be surprising information to a great many people in this country. The report treats of the following matters:

Origin of the parochial school; the idea of the church; Cardinal Gibbons' view; growth of parochial schools; school legislation; the bishop's pastoral letter; church favors popular education; growing demand for religious element in education; multiply the schools; facts and figures of parochial schools; Catholic school enrollment; statistics of parochial schools for 1903; perfecting parochial system; school management; weekly reports; monthly reports; regulations; course of study; table showing course of study in a parochial school; outline of parochial school work; diocesan superintendents; teachers of parochial schools; Catholic teachers' institutes; institute programs; school publications; educational results of parochial schools.

RELIGIOUS ORDERS MAKE IT POSSIBLE.

✠✠✠Father Sheedy calls the Catholic school system the most impressive religious fact in the United States today. "Not less than a million children," he says, "are being educated in these schools. This great educational work is carried on without any financial aid from the state. The parochial schools are maintained by the voluntary contributions of Catholics. For the Christian education of their children, Catholics are making tremendous sacrifices that elicit the praise of all thoughtful Americans; and at the same time, they are saving to non-Catholic taxpayers a vast sum, estimated from \$20,000,000 to \$25,000,000 annually, for this is what it would cost if the children now being educated in the Catholic parochial schools had to be provided for in the public schools.

"The Catholic parochial system of schools is now so perfectly organized and equipped, its efficiency as tested by practical results so well established, that few hesitate to acknowledge that it is not only an impressive, but a permanent fact. The Catholic parochial school is not an experiment; it is an assured success, and it has come to stay. There was a time when it was thought by some that the parochial school could not live beside the public school. The latter had the attractions of fine buildings, ample playgrounds, well-paid teachers, all that public money—so generously provided by the state—could provide, while the former had up to within recent years poor buildings, little if any playgrounds, and scant means for carrying on its work. The success of the parochial school is largely due to the devotion and self-sacrifice of the thousands of religious women and men—the members of teaching orders of the Church—who have consecrated their lives to Christian education. To these we owe the present excellent condition of our free Catholic parochial schools; without them it would be almost impossible for the system to succeed. The network of parochial schools extending into every state and territory is, under the guidance of the Catholic bishops and priests, of their creation."

FACTS THAT MUST BE RECOGNIZED.

✠✠✠Our conviction that it will not be long before the much vexed school question is brought to a settlement is strengthened not only by accumulating testimony as to the necessity of religion in education from non-Catholic sources, but by fair-minded discussion of the question in the secular press. There is no longer a disposition to ignore the lightening of the burden to taxpayers in consequence of the existence of so many parochial schools; or, as formerly, general unwillingness to consider the contention of the Catholic body that they are entitled to a share in the fund for public education. A correspondent in Detroit directs our attention to a notable article on the subject of parochial schools published last week in the Free Press of that city. The writer of it does not hesitate to say that "if the parochial schools in Detroit were abolished, the city would at once be called upon to make an immediate expenditure for new buildings of \$2,854,800, which, if in the form of bonds, would add \$55,644 interest to the tax rolls annually. But this would be slight compared with the \$544,192 required for salaries, and the \$200,092 for maintenance. This brings the total amount which the taxpayers of Detroit escape annually as a result of the existence of the parochial schools up to \$829,928, aside from the original investment, as against a total appropriation last year, exclusive of all sources of income, of but \$1,003,714.67."

It was Lincoln who said: "If we could first know where we are and whither we are tending, we could better judge what to do and how to do it." At last the citizens of the United States are beginning to realize that something must be done to settle the school question. Once this conviction becomes general, "how to do it" will be an easy matter.—The Ave Maria.

***Among the many recent testimonials received by The Journal from church and school authorities in all parts of the country, the following from His Grace the Archbishop of New York, is a notable addition to the long list of commendations from the Hierarchy:

"I am pleased to add my word of commendation to the many The Catholic School Journal has received from the Bishops of the United States."

✦ (Most Rev.) JOHN M. FARLEY,
Archbishop of New York.

***Rev. Edward F. Weil of Richmond, Iowa, writes The Journal as follows:

"The September number of your journal was exceedingly good. I have read it through and feel that I have already received full value for the \$1 which I enclose herewith."

***The Journal has a large and rapidly growing list among the Catholic schools of Canada. The following sample extracts from letters received indicate the reason for this:

"I enclose postal order for \$2, our subscription for two copies of The Catholic School Journal. Your esteemed publication always receives a warm welcome here; it is, indeed, a precious boom for Catholic schools."—Sister St. Peter, Cong. of Notre Dame, Sydney Mines, Cape Breton, N. S.

"Some copies of your journal have just been brought to my notice and I hasten to tell you of my delight in meeting such an excellent publication. Enclose please find subscription price."—Sister St. Mary, Cong. Notre Dame, Laprairie, P. Q.

Blackboard Review in Geography.

A few minutes two or three times a week with the following device will help pupils to fix geographic location of map forms, and for review it has the merit of condensing much matter into small space and short time:

Pronounce a list of names of places and let pupils write; as,

James,
Richmond,
Norfolk,
Yorktown,
Pamlico,
Baltimore,
Susquehanna,
Savannah.

ORAL DIRECTIONS: 1. Write on the left of each the abbreviation of the state in which it is found. 2. On the left of this column indicate the part of the state in which the city is or each river rises. 3. On the right note the body of water receiving the river or cape on which is situated the city.

When these three columns are written the board work will appear as follows:

W.	Va.	James,	A. O.
C.	Va.	Richmond,	J. R.
S. E.	Va.	Norfolk,	C. B.
E.	Va.	Yorktown,	C. B.
N. E.	N. C.	Pamlico,	A. O.
C.	Md.	Baltimore,	C. B.
S.	N. Y.	Susquehanna,	C. B.
E.	Ga.	Savannah,	A. O.

Now the pupil reads his work thus: The James

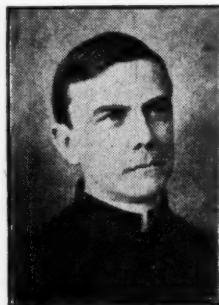
River rises in the western part of Virginia and flows into the Atlantic Ocean. Richmond is in central Virginia on the James River, etc.

Try it; if it does not "go," drop it; if you and the pupils like the device, don't wear it out the first month. The ingenious teacher learns to vary the devices employed.—S. Y. G.

Parish School Organization.

REV. L. W. MULHANE, MT. VERNON, OHIO.

IN all manner and modes of thinking and writing education is one of the most discussed questions of the day, and we Americans have gone education mad to some extent. Much of the failure attributed to higher education to-day can be traced to faulty and misdirected primary education. The parochial school has become a distinct and prominent field in the work of every Catholic pastor, and as the child is father to the man, so the parochial school is the child of Catholic education and must be father to all higher education, hence the necessity of the ablest efforts being put forth to make our parochial schools second to none. Order is said to be Heaven's first law—and order ought to



be a chief element in our schools that will make for success. My theme is "The Organization of a Parochial School." For years our schools have had to fight in many localities for their very existence, and consequently the question of existence took precedence of any system or organization. The school was built and equipped—perhaps only partly paid for, and the zealous pastor, with a financial problem still worrying his brain, was apt to say: "Well—there is the school—I have obeyed the law of the Plenary Council of Baltimore, the Bishop has blessed the building, the people are delighted, the children satisfied, the teachers the best I could procure—now why in the name of goodness must I be worried any more about it?" Ah, no, my good friend, you will find it for some time as unruly as the latest up-to-date automobile and you and you alone must be the guiding hand. You built it, yes—you are paying for it—yes—but you must organize it. Let us have a quiet little chat on the subject. Let me place this proposition before you for consideration. A parish school is a little army and will never win victories unless details are looked after. The poet says:

"Oh! 'tis easy . . .

To beget great deeds, but in the rearing of them—
The treading in cold blood each mean detail
And furze brake of half pertinent circumstance—
There lies the self-denial."

One of the contributing causes to failure is a woeful lack of details, in other words unity of aim and purpose. While I am no advocate of iron-bound rigidity in our parochial school system, I am heartily in favor of some diocesan or provincial standard that will make for unity, and in this paper beg leave to offer some suggestions and practical hints to that end. Organization must proceed on definite lines—too long has each pastor been left to his own sweet will—hence no harmony; hence no general organization. Pre-eminently necessary in the first step towards organization is that the

school must be well graded—each child knowing, realizing and appreciating just how much work is expected during each term or session. Again I would make the unit of a school 50—by that I mean 50 pupils, or about that number, should be placed in one room under the care of one teacher. I am opposed to any other system—such as one large study hall for all and then retiring to class-rooms for recitation. This plan may do in colleges, academies and seminaries, but not a parish school. . . To particularize—let us take a small school of 200 pupils, taking for granted that an eight-year course is the one ordinarily in vogue—better known as a grammar school course. Then you would have four rooms, four teachers and two grades, or a two years' course in each room—naming the first two years primary department, the next two intermediate, the next two second grammar, the last two first grammar. If you have a school with about 400 pupils, you would have eight rooms, eight teachers and a one-year grade or course in each room—naming them the same as the smaller school, except adding A and B—primary A, first year; primary B, second year; intermediate A, third year; intermediate B, fourth year; second grammar A, fifth year; second grammar B, sixth year; first grammar A, seventh year; first grammar B, eighth year. This is an ideal organization and of course supposes that boys and girls are taught in the same room; but if you have them in separate rooms the same system can be used. The ideal Catholic school, so far as this system works out, could be obtained where you had about 800 pupils—400 boys, 400 girls—sixteen teachers—a year in each room, boys and girls separate. This mode of procedure at once simplifies your school; your little army is marshaled into companies of 50, each having its camp and its work. One of the evils of our present system, especially in crowded centers of population, is the overcrowding of our school rooms—for example, placing 100 or more pupils in one room and expecting one teacher to instruct this number in four or five branches. It is a crime against nature, hygiene, pupil and teacher. The excuse is often made that this is only done with the very little ones in primary departments. I answer, so much the more are you to be blamed. This is just as baneful as to place, as alas! is too often done, a young and inexperienced teacher in charge of the smallest pupils, the little beginners. It is a serious mistake, because an experienced and capable teacher is as necessary, if not more so, in the commencement of their education, if you expect success at the close of their school career.

[To be continued in November Number.]

***The teacher who attempts to save a few cents a month by doing without a school journal, or by subscribing for the cheapest periodical, whether it is adapted to her work or not, is practicing the most ridiculous and uncalled-for economy. Time saving methods and the advice of experienced teachers on the many new problems of management constantly arising, are requirements to educational progress that should be sought for at most any price. What is ten cents a month for a professional journal, as against hours, days and even weeks saved to the general advancement of the class.

As Bishop Spalding says: "The teacher is the school and whatever refreshes or quickens or inspires the teacher, must stimulate and uplift the school." Bishop Spalding is among the many prelates who commend *The Catholic School Journal*, which is the one periodical devoted entirely to the interests and needs of Catholic school teachers.

Value of a Daily Program.

BY A SISTER OF MERCY [COLUMBUS, OHIO.]

ORDER, we are told, is Heaven's first law, and one of the chief factors for securing and maintaining order in the schoolroom is, according to the judgment of many, a well arranged program adhered to conscientiously. A few words as to the necessity of a program. The teacher needs it to hold her in check, for I take it for granted that all of us are fashioned after the same model, each with a few modifications, which establish individuality. Now I know that the temptation is strong, when the work in hand is particularly congenial, to give more time to one subject, and consequently, to curtail some other, which may be more important, though less interesting. If the program allows half an hour for a special study, it is the duty of the teacher, so to prepare the subject, that she may finish the work in hand in the allotted space, and finish it so well, that the next day's lesson will fit in neatly, and without rough edge or hanging threads. A program is necessary for the children, that they may know just how long they have for the preparation of a lesson, and thus not a moment will be lost. If a child understands that the next recitation is to be called in half an hour, he is sure to use the intervening time to the best advantage; whereas, if the hour to recite is uncertain, as it surely will be, without a settled distribution, the child is liable to be idle, and as I suppose all of us know, get into mischief.

As to the uses of a program,—some one may say, "I know just what I want to do to-day. What is the use of binding myself to any form?" It is hardly enough for the teacher to know what is to come next, the pupils, and especially if they are large children, should also be aware of the moves that are to be made. A time for everything, and everything on time, is a motto that holds very well in the school-room. Many a character has been made stronger and more self-reliant by the proper use of spare moments, and a boy or girl, who wishes to take advantage of every occasion, will find opportunity to get in extra reading on useful subjects, or extra information on the subject in hand, if the school day is so well laid out that spare moments can be seized, when the lesson of the hour has been prepared. This orderly arrangement of time will also be a help in after life. First impressions are lasting, and surely the habits acquired in school will follow a child through life, and make our mar according as they are good or indifferent.

But a program may be, and is, sometimes abused. The best thing in the world becomes tiresome. Even the finest music, the choicest entertainment wearies us, if prolonged beyond a certain limit. So keeping to a fixed program from September to June, without the least variation, is apt to become monotonous, and children tire of sameness. Hence, I think that once in a while it is good to break away from the daily routine, and make a change in the order of things just for a day. In my experience, it is wonderful with what zeal the pupils return to the regular work, and with what renewed effort they apply themselves after this slight deviation.


The arranging of a program, especially in our schools, where, as a rule, we have more than two grades, is not an easy task, but it can be done, and it can be made to work, though the time allotted for each subject is often rather short. I shall simply suggest how a distribution can be satisfactorily made for higher grades, and also for junior grades.


As our first obligation, as religious, is to teach those under our charge their duty to God, catechism or religious instruction should occupy the first place on the program. For large children I think fifteen minutes daily is sufficient to give to this work, but if more time can be spared, by all means give it. Next mathematics should be taken. My reason for taking arithmetic and its kindred subjects early in the day, is the children's minds are fresh and clear, and they are better to grasp the subject of numbers, and to supply the reasoning powers, than will be later in the day.

After mathematics, history is a good subject, and, right here, I would say, if history is taught by the synoptical method, it will be found much more interesting, as well as more beneficial for the school, for it gives a wider field over which to roam in preparing the class work. Histories, other than the class book, may and should be resorted to, and much valuable information derived, which can never be had by the old-fashioned, almost obsolete method of question and answer.

After history, I would suggest music or calisthenics, to unbend the minds and, as it were, freshen them for renewed vigor. Geography, if it must be taken as a separate subject, follows history, but where it is possible the two should be taken in conjunction. Rhetoric or English grammar claims a special place in the early part of the afternoon session, and following these, literature, American and English, will find a place prepared for it, and minds better able to appreciate the beauties found in the study of our great authors. Physiology and physics have an interest all their own, and serve to awaken the mind to fresh efforts. Of course, each teacher has her own idea on these subjects, but I have found from experience that arranging the work according to the above, will bring about very good results.

For junior grades, I would take catechism the first half hour, and as the work to be covered by the little one is not very heavy, this time can be made very pleasant by the introduction of Bible stories. After catechism, I would take numbers or arithmetic for the same reasons as those given for the seniors. After arithmetic, spelling, both oral and written, comes in nicely, and is a splendid preparation for the reading lesson which is to follow. By this time the children are tired, and singing will come to their relief. The language lesson, coming in right, will give an opportunity to develop the reading still more by bringing in some of the ideas and sentences found in the lessons of the reader. In the afternoon session, a little home geography can be nicely brought in during the first half hour, and then the writing and drawing lesson. It is best to take this the second half hour; the little ones are then rested after their play. Calisthenics will make a nice variation here, after which the writing of picture stories and preparing of to-morrow's lessons will bring the day to a close.

 Subscribers who have not yet remitted for the current school year, should make it a point to do so at once.

 Do not pay money for this publication to solicitors. In all cases remit to this office.

The Study of Catholic Authors.

BY A RELIGIOUS TEACHER.

"We feel prompted to give a free advertisement to Alinsworth & Company, the Chicago publishers of the Lakeside Classics. Recognizing that, for Catholic school use, distinctively Catholic literature is a desideratum, this firm has issued seven numbers of "Selections," from Adelaide Procter, Eleanor C. Donnelly, Father Faber, Father Ryan and Boyle O'Reilly, Cardinal Wiseman, Cardinal Newman, and Eliza Allen Starr. The idea is an excellent one, and it is to be hoped that the patronage extended to the publishers by our Catholic people will be sufficiently generous to warrant them in prosecuting their plan of popularizing the best things in genuine Catholic letters."—THE AVE MARIA.

This is a move in the right direction. Catholic authors, by the irony of faith, have been too long in obscurity, and the sooner they are raised to the places of honor their works deserve, the sooner we shall have in literature an influence of lasting benefit.

These studies of the Catholic Authors series are presented in a clear, simple, and condensed form, so as to be of practical use in our Catholic schools. Teachers cannot fail to recognize the worth of such studies, and it is hoped that there will not be a school in the country in which they may not be found. To urge "pre-arranged plans," or "public school curriculum adopted," as an excuse for not introducing "Catholic Authors" would be a confession of cowardice, inability, and mistaken views of expediency. It is never expedient to let the youth of our schools suffer on account of the notion that we must conform to the public school system. Where such an idea prevails Catholic education does not deserve the name. It is travesty of the system and serves only to strengthen the position of ascendancy that the non-religious system feigns to assume. If, however, circumstances are actually beyond control, and adopted courses unfortunately place restrictions, a zealous teacher will be ingenious enough to eliminate some less important matter, to condense or correlate studies so as to make room for "Catholic Authors."

These studies are not intended to supersede other and prescribed literary work; they are to supplement it and thus supply what has been a long felt want in our Catholic schools.

The series begins with the poems of Adelaide Procter, who was brought before the reading world by no less an authority than Charles Dickens. The preface states the general purpose of literature and fearlessly notes the trend of public thought regarding moral culture. It also exposes the prejudice that that has prevented Catholic authors from occupying the high place their talents deserve, and defines the responsibility of Catholic educators.

A sketch of Miss Procter's career is followed by some selections from her poems with suggestive questions and notes to aid the young in literary interpretation.

Eleanor C. Donnelly is the subject of the second number. Her poems have found place in the high-class magazines for many years, and her published volumes indicate the gift that has raised her to an eminent position among the poets of our age.

Father Faber comes next in the series. This is a double number comprising a short biography, a study of some of his poems, and a number of characteristic extracts from his inimitable prose works. Wherever he is known Father Faber is read with delight and it was a happy thought the compilers had to present this profound but fascinating writer in a way not beyond the intellectual grasp of our young people, as it also

was to make a similar study of Cardinal Newman—the commanding figure in modern English literature. We notice that Newman's novels are chosen for special comment, a chapter from "Calista" forming the basis of a study. This is undoubtedly a wise choice. The young will be interested; and even the educated can turn from the Cardinal's masterpieces and find enjoyment in his works of a lighter vein.

Another great churchman and scholarly writer, Cardinal Wiseman, belongs to this series, in which will be included also Father Ryan, the Poet-Priest of the South; John Boyle O'Reilly, whose life and works constitute the handsome volume given to the world by James Jeffrey Roche, the brilliant editor of the Boston Pilot; Augusta Theodosia Drane, and others of merit and fame.

These studies though intended primarily for the school-room, will not be out of place on any library table. Reading circles will find them helpful, particularly in their suggestiveness. The price, ten cents each, puts them within reach of everybody. As a teacher who has used these booklets and is convinced of their excellence, and as one who desires to encourage publishing houses that go to the trouble of bringing out well-edited and extremely low-priced editions of Catholic classics, the writer urges all teachers to acquaint themselves with this series. Sample copies and discounts to schools may be had by writing to Ainsworth & Co., 380 Wabash avenue, Chicago.

Primary Religious Instruction.

From New Christian Doctrine Manual [Ecclesiastical Review].

YOUR first impression, no doubt, will be that the work here specified cannot be covered; well, try it; do as much as you can, and insensibly you will learn that, different as are the means employed, all tend to emphasise the same truths; and that in teaching one point—say, for instance, a quotation, you have, with it, taught a truth expressed in other words in the Catechism, the Bible History, the Verses, and so on. It is this iteration and reiteration that clinches the truth, so to speak, in the children's minds, and renders it more attractive by the very variety of phases. Of course, the success of this method, as of every other, depends upon the teacher's enthusiasm.

In beginning with the little ones, use first the picture of "Jesus blessing the children;" bring out the fact of His love for them, and theirs for Him. By skilled questioning lead them to say that "Jesus is God." Although the story of Redemption may not be known to them, a few points about our Lord's life must necessarily enter into the work from the beginning. To us, as to the Apostles, our Lord says: "Suffer the little children to come unto Me," and to the earnest, prayerful worker in this field He renews the promise of old, "I will be in thy mouth and will teach thee what thou shalt speak."

As the minds of the little ones cannot grasp much at a time, the instructor should see that they be not wearied or over-taxed. The plain truths of the Catechism are to them dry and tiresome unless vitalized by something that catches the eye or ear, or made significant by correction with picture or story; the trouble one takes to seek for or employ these helps will be amply repaid by the results.

It may be well here to make a few remarks upon each division of the "Course."

Prayers.—Work suggested for the First Term (5 months: The Sign of the Cross, the "Our Father," the "Hail Mary"; and the Aspiration: "Jesus, Mary, and Joseph," etc.

Second Term—The same reviewed; with the addition of the Apostles' Creed, and "O Angel of God," etc. (*Appendix, p. 40.*)

Only these prayers are to be taught as a *lesson*; the instructor's aim should be to secure thorough memorizing of the words, correct enunciation, and, where possible, some grasp of their meaning.

No doubt at the opening and closing of the sessions, these and other prayers will be recited, but that is not the time for securing the desired results; the most we can look for then is a reverent manner and attempts, more or less successful, to pronounce the words. On this account it is much to be wished that the time for prayers in common be short; the children may endure, but they will never enjoy them, if long. Neither is the school-room the proper place for morning and evening prayers; when said there, the children but too often look on them as part of the school routine, which may be omitted or entirely laid aside when school days are over.

Discriminate between the prayers as a *lesson* and prayer as an *act*; in the former, the words must be repeated very often, and the children need not be held to that reverential manner which is so essential in the act; make them understand that in the *lesson* they are learning *how to speak* to our dear God; in the *act* of prayer, *they are speaking* to Him.

It is advisable that the children, even at prayers in common do not at first say them themselves; let them repeat the words after you. Unconsciously they will imitate your correct pronunciation, your intelligent phrasing, your reverent tone and devout attitude. Though the children kneel, you should stand, so as to have supervision over all; but on no account should you arrange or adjust anything during the time of prayer; your hands should be clasped or folded, and your whole bearing should show the importance of the act in which you are engaged. Example is more powerful than precept.

Avoid, as far as may be, all notice or correction of faults at prayer; to take cognizance of them then is to distract all. Speak to the culprits later on, assuming, as will generally be the case, that they forgot they were speaking to our Lord, or they would not have been so irreverent.

If the prayers be sung, the words and phrasing will be more correctly learned, and faulty enunciation more readily noticed; have the children sing softly and reverently.

A large chart with the prayers printed on it is also a help, for though the children may not know how to read, it is surprising how soon they begin to recognize the words.

It will be necessary in the Primary, and at times in other grades, to guard against rapid or sing-song recitation of the common prayers; when this fault comes in evidence, the teacher should again take the initiative and require the sentences to be repeated after her, until it be remedied.

Catechism.—This is to be taught orally; only the questions and answers specified (pp. 5-7); omit those parts of No. 1 Catechism not included.

Teach but one or two questions and answers at a time; depend upon it, many lessons will have to be given

before the children get the words fixed in their memory. Where possible, give them some idea first of what the words mean, and when the same matter must be the basis of repeated lessons, so vary your illustrations as to avoid monotony. For instance, you are giving the little ones the first two questions of Chap. 1. Get from them some expression about God. "Who loves them most?" "Whom do they love best?" "Who gave them such and such things?" "God," they may be led to reply. "Yes, children, our dear Father, God. Now I shall write that dear name, so all may see it." You write "God" on the board with *yellow chalk*. "See, children, that is the *name* of God. Soon, very soon, you will be able to write that dear name yourself. Look out of the window, and tell me something God has made." "Trees, flowers, sky, etc., everything in the world." "Who made the world?" "God made the world."

Again, tell the story of the great World-Ball. God made for us a ball that has in it and on it everything we want. "Children, tell me some of the things in the wonder-ball." Again they name different things. "What do we call this wonder-ball that has in it trees and flowers and everything we need?" "The world." "Who made the world?" "God made the world." "Did He think of you when He made it?" "Tell me something He gave you to-day." Try thus to excite an act of love, of gratitude, but very simply; do not force devotion.

Before giving a lesson in Catechism, see what objective material, what stories, especially those of the Bible, what drawings, pictures, or busy work can be used as helps; keep note of all that you hear of or see that will tend to this end,—*"Seek and you shall find."*

The Heavens in October.

HENRY D. N. RUSSELL, PH. D.

(October is probably the best month in the year for observation classes in astronomy. It is dark quite early, the weather is generally pleasant, and the sky usually clear. A half hour of this kind of observation work, once or twice a month, will prove enjoyable and profitable to all upper grade and high school pupils.)

WE may begin our survey of the sky this month by going out about 9 o'clock on any clear evening in the middle of October, facing south, and looking up about two-thirds of the way from the horizon toward the zenith. The constellation directly before our eyes will then be Pegasus. Its characteristic feature is a large square of second magnitude stars, which has now nearly reached the meridian. A number of stars on the right also belong to the constellation.

Below this is the extensive but inconspicuous Aquarius, south of which, and in line with the western side of the great square of Pegasus, is a solitary bright star, Fomalhaut, in the otherwise unimportant constellation of the Southern Fish. Still farther south, and almost on the horizon, is Grus—the Crane—a constellation conspicuous in the southern skies, whose two brightest stars just rise above the horizon of New York.

West of Aquarius is Capricornus. The bright object in this constellation is the planet Saturn. It contains no very bright stars, the most conspicuous ones being a little pair to the right of Saturn, both of which appear double in a field-glass.

From the northeastern corner of the great square of Pegasus, a line of stars of about the second magnitude extends to the left, parallel to the Milky Way. The first two of these are in Andromeda, and are both of some interest. The second in order—Gamma Adro-

[Continued on page 159]

The Institute.

Language and Composition.

Paper read at St. Louis Conference by BROTHER ANTHONY, F.S.C.

Most children experience in the writing of composition a difficulty which soon excites their repugnance, their aversion even, if it is not prevented by a methodical and progressive preparation. There is nothing astonishing in this. Of all the specialties on the scholastic program none demands more preparation and personal efforts than the teaching of language.

It is natural for pupils to have but little taste for composition, especially if they have not been initiated by exercises, varied, interesting, progressive and always proportioned to their intellectual culture.

To compose is to construct in the domain of thought; now one cannot construct unless he have previously collected the materials to be employed. For the pupils, the materials are the ideas and the words; and construction consists in grouping these words into propositions and sentences disposed in logical order.

The special exercises preparatory to the writing of composition consist, first, in the acquisition of ideas expressed by words, and judgments formulated by propositions; second, in the formation of logical habits of mind, which will enable the pupil to link propositions into paragraphs. The teacher will add to these exercises oral language lessons and choice readings which will place before the pupils models for imitation.

All these exercises develop the intellectual activity of the pupil and therefore they are of great importance. They are most interesting for the pupils as they excite their curiosity, fix their inconstancy and satisfy the mobility of their minds. But that these means may retain their educational value the teacher should be careful not to substitute his own observations, judgments and reflections for the personal work of the pupils. He should only excite and aid them to observe, reflect and judge—and then to give expression to their own ideas.

Children as a rule know but a very small number of words and they are almost completely ignorant of the variety of relations which these words have among themselves; hence their inability to construct phrases beyond the common-place of the language. It is astonishing how small a vocabulary even some grown people have. It has been estimated that the words habitually used by an uneducated laboring man in the country parts of England number only a few hundred. To enrich the vocabulary of pupils and to augment their stock of ideas should be the first care of a teacher.

The study of a vocabulary comprises the search for words and the explanation of them; then language exercises, that is to say, the construction of sentences in which these words will be employed. In practice, these three elements should be united. Of what use would it be to pupils to know a new word if they were ignorant of its signification, and if they were not able to employ it properly in a sentence of their own making.

The search for words, the meaning and the use of words, give occasion for a great variety of exercises. The simplest of these exercises have to do with the names and qualities of concrete and common objects, and with active verbs; they belong to the elementary

course; others, as the names of abstract substances, synonyms, definitions, the plain and figurative use of words, and families of groups of words, belong to the intermediate and higher courses. Of the number of words in the English language estimated at from 30,000 to 100,000 the greater part are not in current use. It is the words in common use that ought to be taught to the pupils; names to designate beings; adjectives to express the qualities that belong to these beings; active and passive verbs. You often hear the expression from children, "I know it, but I can't say it,"—a proof of the want of a vocabulary. Ludicrous examples in composition, definition, etc., often follow from want of vocabulary and from not knowing the meaning of words.

In teaching a vocabulary we ought to begin with exercises of intuition and observation which cause the pupils to make, as it were, an attentive tour of inspection of the world in which they live, but of which they are ignorant from want of observation. After this we may enlarge the circle of investigation as well as that of ideas and terms.

Now, let me give you examples of exercises in finding words. First let me present an exercise in isolated words. Find adjectives corresponding to certain nouns. Find adverbs corresponding to certain verbs. Add an adjective to each of the given nouns or vice versa. From the cause find the effect. "What does the cutler make?" "The vintner?" From the effect find the cause. "Who made the knives?" "The wine?" etc.

Add to a proposition the elements necessary to complete the sense. Go from the species to the genus, or to the individual. Go from the individual to the species or genus.

Next we have exercises in enumerating beings or things. These may be suggested by actual observation, by the remembrance of former observations, by reading, by pictures or by the association of ideas. We may ask the pupil what he sees in the class or what he saw at home, in church, in the city, in the country or on a journey. The time given the pupils for composing and writing should be amply sufficient and its duration should be proportioned to their age and the nature of the subject treated.

In order to proceed from the simple to the complex, from the easy to the difficult, it is preferable to present short compositions during the first weeks of the scholastic year. We should occupy the pupils especially with exercises on words, sentences and paragraphs.

To prevent pupils from using words which they do not comprehend, or from grouping those which they do not understand in sentences that have no sense, we should always choose subjects familiar to pupils of their age and surroundings. Thus they will be accustomed to observe what is around them, to give an account of their ideas and of their personal sentiments, and then to arrange and express all with feeling and with sincerity.

Generally the elementary subjects should be letters on the ordinary incidents of scholastic or family life, description of things seen, etc., never of imaginary subjects or of reveries in an unreal world. Thus the writing will not be a jugglery of words, nor a definace of good sense.

Imaginary subjects ought not to be presented absolutely nor should the pupils attempt them until after repeated exercises on real subjects, nor until we have

given them the necessary elements of information, is indispensable that the subjects proposed should be such as can be easily treated by the class as a whole. We should never give subjects for which the pupils have not been prepared by previous exercises nor any that would be above their intellectual level. Holmes says that a thoroughly popular lecture ought to have nothing in it which 500 people cannot all take in at a flash just as it is uttered. "But I tell you," he continues, "the average intellect of 500 people, taken as they come, is not very high."

Abstract subjects,—explanations of thoughts, maxims, dissertations, should ordinarily be reserved for pupils of the more advanced classes. If circumstances require the teacher to begin them earlier, he should be careful to guide the pupils well so as not to allow them to be led astray.

We should make the pupils write on practical subjects. There is a complaint that college graduates who have written grandiloquent essays on the "Philosophy of Shakespeare," or who have debated the question as to who is the hero of Milton's *Paradise Lost*, or who have given disquisitions on "Innate Ideas"—cannot after graduation write correctly a simple application for a position, a promissory note, a receipt, a letter of introduction, or of condolence, or draw up a set of resolutions on the death of a fellow member of a society.

Observation brings into use the five senses, the imagination, reflection, etc. It affords the teacher an opportunity for forming a variety of questions. Observation of pictures is very useful to cause the children to enumerate things which they know but imperfectly, or of which they have but a confused remembrance.

The association of ideas is a fruitful source of enumeration. The exercise is used something like this: Give a word and ask the pupils to give words of which it awakens ideas. The answers will be various from the simple to the most complete. For a child the word "baker" will awaken the idea of "bread" and of an "oven." A mind more developed will associate with it the ideas of wheat, miller, sifting, flour, yeast, fermentation, kneading, dough, etc.

The grammatical functions, synonyms and their opposites, families of words, etc., furnish ample exercises in forming vocabulary.

Without going farther in these preliminaries let me say something now on the subject in mind: "What the teacher does is little; that which he imposes is less still; that which he suggests and causes to be done is everything."

It is necessary that the pupil should be initiated into the manner of finding ideas, of co-ordinating them, of expressing and developing them, and of correcting his work himself so as to perfect it. The ill-success of pupils in their literary essays is one of the complaints most often made by teachers; but perhaps the teachers do not busy themselves enough in searching for the causes of this ill-success.

Failure to initiate the pupil by means of preparatory exercises, and want of method in the work of composition are really the causes.

The end which we should propose to ourselves in the work of composition is to lead the pupils progressively to observe things well, to reflect on ideas, then to express with good sense, logic, and correctness what they believe on a subject.

(To be continued in November number.)

Language and Reading

Use of the Story in Developing Expression

MARGARET KNOX.

Conversation and reproduction are the chief means of developing the child's power of expression, and the story is the chief material to be used in this development. Let us now look at the story and see why it has been given so important a place in this language training.

In the general conversations about pictures, games, nature study and experiences, however carefully these are directed by the teacher, there must occur, especially with the very little children, a difficulty in keeping to the subject.

Reproduction of the story partly meets this difficulty, for however young the child is, however rambling his thoughts may be, the story with its limitations of scene, of characters, of form, helps him direct his thoughts into one channel and hold them there. This is one reason for the introduction of the story.

Further, the story serves to widen the horizon of the child. The material which he gets from his own observation keeps him within a very limited space, the environment of his own little life, and how meager this is in most cases! The little city child brought up on the lower East Side, with no knowledge of trees, woods, brooks and flowers, sunset skies and happy days among the people of the farm and forest, what a boon to him the story brings! It takes him in imagination into a world which he could not otherwise enter until he has sufficiently mastered the art of reading to find entrance to it for himself.

Again, consider its ethical value. We must keep in view that the end of all education, the goal to be reached, is not only the storing of the mind with information, not only the thought-getting and thought-giving, not even the mental training in itself, but the building up and rounding out of the whole character. If in this broad ideal of education as character-building we give ethics a place of its own in the course of study, then here is an opportunity to economize on our program by teaching ethics thru the story. There has been a great deal of random teaching along this line, but economy demands pedagogical sequence.

The story should be freighted with ethical content, but the moral should never be thrust upon the child. Let him discover it for himself. Thru the story we are able to present to him feelings, thoughts and deeds from the experience of others which, tho far beyond his mental grasp, have great influence on him thru his own capacity for feeling and thinking. We give the child a knowledge of human nature, and he learns to understand himself better. Story-telling has a great humanizing and civilizing effect upon him. There is no outward sign, perhaps, of this ethical influence except in the crude expression of his approval

or disapproval of the characters and their actions as a whole, as:

"I hate that bad wolf; he was so mean to Red Riding Hood."

"Cinderella was the best of all, wasn't she?"

"I wouldn't be so foolish as to cut open the goose that laid the golden eggs."

As the child grows away from these stories his pleasure in them passes too, but not so the inner experiences which they brought with them. The lessons which they have unconsciously taught—the lessons of obedience, truth, kindness, unselfishness, sympathy, courage and all the other virtues have had their effect on the character of the child, and the feelings first aroused by the story—have become part of his moral fiber.

A word of caution may be given here against choosing all stories with this purpose of moral teaching in view. There are many excellent stories which do not point a moral, but which should be chosen for some such reason as the instructive character, the humor or the language in which they are clothed.

With these reasons as to the value of the story, let us now pass on to the discussion of the kinds of stories to be chosen and their grading.

The stories selected should be short, simple, interesting, instructive; stories that can be easily reproduced, and that so impress the child that he is filled with the desire to tell them again.

In reading the syllabus we find suggested for the first and second years fairy tales, folk stories, nature stories. At the end of the second year the fable is introduced; in the third year the myth and the legend; while historical anecdotes are left until the fourth year. These stories have been graded in this order to correspond with the different stages of the child's development. Pedagogical investigations have been made for the purpose of tracing the changing interest in stories as shown at different periods of the child's growth, that is, to determine at what age most of the children in the schools are prepared for the fairy story, the fable, the legend or the historical story. The most significant fact for us in this investigation is that imaginative literature of the most childish sort as represented by folk lore and fairy tale is placed at the age of seven or eight; that the legendary tale and myth follow; and that at the age of ten or eleven the true story, history, biography, adventure, comes strongly to the front.

In the fourth year we leave the realm of imagination and enter into the realm of fact. The child is now ready for the true story. Children love stories of brave soldiers, daring sailors, successful adventure. Such are found in the biographies of Columbus, John Smith and Washington. These stories should present lives of high character and purpose, so that the impression made upon the child's mind shall be an ennobling one.

The historical stories suggested for the fourth year need have nothing to do with time. They may be drawn from the field of universal history. To the child there is as yet no chronology. Queen Esther and Queen Elizabeth, Moses and Julius Caesar, may be contemporaries.

There must be stories of adventure such as will arouse sentiments of chivalry, ambition, loyalty, patriotism, self-sacrifice—such as are found in the biographies of Sir Walter Raleigh, Sir Philip Sidney, Miles Standish, Nathan Hale, Florence Nightingale.

It might be wise for each principal to make out a graded list of stories for use in her department, embodying the principles which have been laid down in the course of study. In so doing she avoids an indiscriminate selection by the teacher who does not grasp the situation in all its phases, and she also prevents an unwise repetition of the same story to the exclusion of others from grade to grade. This list, however, should be only suggestive, and as elastic as the ability of the teacher is varied. A word here as to the teacher as a story-teller:

Story-telling is not a gift common to all, indeed it is a rare gift, but it may be acquired to a very large extent. It is not enough to know the story; the teacher must know how to tell it. She must feel it, and in her vivid portrayal of the characters and their actions she must make the child feel it as well. It must be told with the spirit and the manner that it demands, grave or gay, sad or joyous; the tones of the voice, the facial expressions, the gestures, all combine to make it real, to make it live, not only for today but for all time.

For this kind of story-telling special preparation is necessary. It will not do to come to the class with a memory knowledge of the story, nor even with a simple reading of it beforehand. The teacher can only get out of the lesson what she brings into it. She should familiarize herself with the story as it is presented, in the best versions, so that her own language may be irreproachable. She must be perfectly logical in the narration, not carelessly wandering from point to point, throwing the parts loosely together, but so impressing the order of events and the place of the characters in the story that the child can not but reproduce it coherently.—N. Y. Teachers' Monographs.

Phonic Drill for Primary Reading Classes

[According to Toledo, Ohio, Course of Study. W. W. Chalmers, Superintendent.]

The pupils should have practice daily in the following four separate lines of work: First, word drill; second, drill on phonograms and families of words; third, phonic spelling and spelling by letter; fourth, practice in reading sentences.

In the word drill every child in the class should have an opportunity to pronounce the words at sight each day. Give much attention to this division of the work. Have the words taught reviewed in a systematic order day after day. This list should be upon the blackboard and should not contain less than twenty words. Interesting devices may be made use of by the teacher to hold the attention of the children. These devices should be novel, and should be changed frequently. Pupils may pick the words from a tree, as they gather fruit, or fish the words from a pond,

etc. Keep the idea of thoroughness constantly in mind.

The drill on phonograms should begin when the first blackboard work commences and should be continued thruout the grade. The phonograms to be taught in this grade are consonants, the long and short vowels, and some of the compound phonograms. Associate the sounds of the letters in accordance with the suggestions given in table of sounds. After the sound has been taught place its symbol upon the board, and as the new symbols are added constantly review the former ones in a systematic order.

As soon as the consonants and the sounds of short *a* have been taught introduce the families of words. The "at" family is suggested as a very easy one to begin with. The teacher may prefix to this compound phonogram several consonants. We thus have b-at, r-at, etc. In the same way add other families, as the "an" family, the "all" family, the "it" family, etc. Train children to recognize words when the sounds are given. The teacher should give the phonograms composing the word and ask the pupil to name the word. To vary the exercises the teacher may call upon a bright pupil in the class to give the sounds of different words and ask the class to name the words. Let the teacher give orders for different movements and ask the class to obey the orders. To illustrate, let the teacher pronounce slowly: "R-ai-se n-a-n-d-s," "B-ow," "T-ou-ch ch-i-n," etc. These phonic drills train the ear to distinguish the sounds of which the words are composed, the eye to recognize symbols which represent sounds and the vocal organs to enunciate distinctly.

Begin the spelling of the words with phonic spelling only. At the opening of the second month begin some work in spelling by letter with the words in sight. In this way the children will quickly learn the alphabet. Keep a list of all phonic words taught and pronounce the phonograms composing them once around the class every day. In spelling by phonograms let the pupils designate the silent letters.

In the fourth division of the work construct your own sentences, making them at first very short. Give an abundance of sentences relating to the one topic and repeating the new words. As far as possible work this up in conversation or story style. Give special attention to expression. Never permit a pupil to begin to read a sentence until he is ready to do so without hesitation. Do not permit pupils to take too much time in studying out the sentences. If a pupil reads without expression try to give him the meaning of the sentence by asking questions or leading up to the idea in a different way; for example: "John has a black horse." "Who has a black horse?" "What has John?" "What kind of a horse has John?" etc. It is sometimes a good plan for the teacher to read the sentence with proper emphasis and require the pupils to imitate. If the class is particularly unresponsive in the matter of emphasis it is often a good plan in the sentences you read to exaggerate in emphasis and inflection. In one or two months, depending upon the strength of the class, the teacher should begin the introduction of print. The transition from script to print will not be difficult. It can be easily accomplished by comparing the printed words in the book

with the same words in script upon the board. When the class has recognized the words erase the script and then return to the book. During the second, third and fourth months' work daily drills should be given in the reading of both script and print. During the second month of the term, or whenever in the judgment of the teacher the class is ready for the book, place Book One in their hands and require at least one exercise in reading each day. Continue the blackboard drill thru the fifth month. The amount of work that you will be able to cover in reading books will depend upon the strength of the class. The class ought to complete Book One during the first half-year.

Some of the word families to be taught during the term:

The "at" family: that, hat, cat, fat, chat, mat, pat, rat, etc.

The "an" family: can, man, fan, pan, ran, than, etc.

The "all" family: wall, call, small, tall, hall, fall, etc.

The "ate" family: date, fate, gate, hate, rate, late, mate, etc.

The "ame" family: came, game, fame, lame, tame, shame, etc.

The "in" family: bin, tin, fin, sin, win, chin, etc.

The "it" family: bit, fit, hit, sit, etc.

The "ay" family: hay, may, bay, ray, lay, gay, day, say, pay, etc.

The "ow" family: cow, how, now, row, bow, etc.

The "ip" family: dip, lip, hip, nip, rip, sip, tip, whip, ship, etc.

The "ook" family: book, oook, hook, look, nook, took, shook, etc.

The "en" family: den, hen, men, pen, ten, when, then, etc.

The "ed" family: bed, fed, led, red, wed, shed, etc.

Teachers may add to this list.

Weekly Reviews in Spelling

My device for reviewing our spelling work was so successful last year that I am going to try it again this year. The reviews were conducted as follows:

Two leaders were elected by the school, who chose sides as even as possible in accordance with the "old-time spelling school" method. These sides spelled against each other every Friday afternoon, and the spelling was a review of words selected and spelled in connection with history and reading lessons during the week. The fact that the sides were permanent from week to week made the pupils more anxious to prepare for the contests, as it was a matter of honor which side won. This ambition for carrying off the honors was still more aroused by having the results published every week in our school notes in a local newspaper. This plan also had a tendency to improve the attendance, for each pupil felt responsible to a certain extent as to the outcome of the weekly contest.

If you would be loved, love and be lovable.

Franklin.

Number and Arithmetic

Teaching Primary Arithmetic

SUPT. J. M. GREENWOOD, KANSAS CITY, MO.

By using gills, pints, quarts, half-gallon and gallon measures, that is, by showing how many gills make one pint, using water for the purpose, the child gets a clear conception of how much is a gill, and how many gills make a pint, and so on. As each measures out, by pouring from a smaller vessel into a larger, or vice versa, reduction both ascending and descending is taught, and the child does the thing and simply tells how he does it and how he knows that he has done it. He knows that he knows. He has learned in a week or two liquid measure, and the learning process has been one of pleasure and delight, and it is of such a nature that it will always be useful as well as disciplinary.

The fractions that occur, or rather of the most frequent occurrence, in this table are halves, fourths, eighths. Halves in quarts, fourths in gills and gallons, and eighths in pints making one gallon; but it is easy to extend to sixteenths, thirty-seconds, and so on—questions which the children will always take a lively interest in. The same method of using the symbols is employed with this table as with the preceding.

The next in order would be avoirdupois weight. Here, again, the children learn to measure by weighing, using such scales as are found in the grocery stores. They may begin with the ounce or the half ounce, then all fractional parts of sixteen are easily found. Here, again, reduction is taught in both directions simultaneously without the use of technical terms; that is, by changing from a lower to a higher denomination, or the reverse.

Dry measure may be attacked in a manner precisely similar, which I need not illustrate in this connection.

To teach fifths and tenths, pennies, nickels and dimes are used as a basis upon which to build up the real concept of these material things. For instance, the learner sees that five pennies make one nickel in value; also that 1 penny=1-5 of a nickel; 2 pennies=2-5 of a nickel; 3 pennies=3-5 of a nickel, and so on.

To reach tenths, ten pennies, or two nickels, make one dime; that 1 penny=1-10 of a dime; 2 pennies=2-10, and so on.

For sevenths, the unit is the week, and 1 day=1-7 of a week; 2 days=2-7; 3 days=3-7, and so on.

All this can be easily done and very much more in the first year the little children enter school, and it is a great saving of time for the children to have done these arithmetical tables in the concrete way I have indicated; and, besides, the tables are fixed in their minds for all time, and it paves the way for much more rapid progress in the arithmetical work in later years.

Lest some infer that what has been outlined is more than the children can do in numbers the first year in

school, it is pertinent to remark that, in addition, they give about one-half their time to straight arithmetical work in reading and writing numbers and solving such exercises in the four fundamental rules in whole numbers and fractions as children will do when they are put to work in earnest. The straight arithmetic work is rapid work.

Yesterday I was in a first grade room where the children were telling how many pints, quarts, half-gallons there were in two gallons, and the teacher was firing the questions steadily and rapidly at the pupils. Each pupil raised his hand as quickly as the question was asked, and each answered instantly when called upon. I listened some five minutes to questions and answers, and just as a stout youngster about seven years of age had been called upon and answered his question correctly I asked permission to question him, and began by asking as follows: How many tens in 25? What is the half of 25? How many twenties in 50? How many twenties in 42? What is the fourth of 42? What is three-fourths of 100? What is the half of 100? What is the half of a half? He never hesitated, and all the class watched with the deepest interest to see whether he would make a mistake, but he did not falter a moment.

"Now, children," I said, "I want you to read me some numbers. Who will tell me what stands for a thousand?" Hands of all in the room went up, and there were forty-six children present. The first child I called on said, "M," and I replied, "Right! Who will tell me in figures?" All hands went up again. I asked a little girl, who said, "One and three naughts." All nodded assent. Next I said, "100, 300, 500, are how many hundred?" Promptly came the answer, "900."

I now went to the board and told them to shut their eyes or bow their heads until I said "Up." I wrote "1,600." At the given signal their hands went up instantly, and when I called on a pupil the number was told as quickly as he could speak. I now wrote 20,000, which was disposed of as easily as they would read a number of two figures. The last number I asked these children to tell me was 80,000. Answered instantly.

It is no more trouble for children to read numbers of several figures than it is to know or find out a word of four, five, six or seven letters, and frequently not so difficult. There is a rhythm about numbers which is pleasing to children.

The little children should always get two phases of number work—the concrete and the abstract—or rather the two go almost hand in hand, the concrete slightly preceding.

Some teach the multiplication table by the laboratory method, but that is a loss of energy, as well as a waste of time and a wearing out of material to little purpose. Far better to put children to work on this table in a sensible manner, and let them do it while they are resting, than to spread it out over two or three years.

A word here will not be out of place—children learn readily the tables 1's, 2's, 3's, 4's, the 5's, and also the 10's; the 6's, 7's, 8's and 9's are more difficult, but a few illustrations which any one can give by studying the nines will render this table easy. The elevens are

almost as easy as the tens up to 99, and the twelves are not hard. The best way to learn the multiplication table is to learn it quickly.

All our work is oral and written, and the children do both kinds. The object is to lay an intelligent foundation on a rational basis.

The Language of Arithmetic Problems

W. A. MC INTYRE.

1. An effort should be put forth by teachers to word problems for young people in the simplest form. It is better to ask "If James has five marbles and John has four more than James, how many have they together?" than to ask "How many marbles will James and John together have if John has four more than James, and James has five?"

2. Problems should at first be given orally, even if a written solution is demanded. Yesterday a boy worked for ten minutes at a problem which was written on the board. When the problem was read for him, he solved it immediately. The effort of reading was too much for him.

3. Pupils should form the habit of picturing conditions of a problem. A class today was asked the following problem: "If it costs \$12 to cut a pile of wood, each stick into two pieces, what will it cost to cut the pile, each stick in three pieces?" Only one child said \$24. All the rest said \$18. They failed because they did not picture the conditions. It is a too common practice in arithmetic that of "running at a question before one knows where he is heading."

4. Towards this end (clear picturing) pupils should practice the re-statement of problems in their own words. They can not do this unless the problem as proposed to them has called up a picture in their own minds. One can rarely think as well in another's language as his own.

5. In solving problems, oral statements should precede written. This follows from what was said in rule 2.

6. In every case logical demonstration should be demanded. The following problem was proposed to a class, "If 12 boys do a piece of work in 6 days, in what time will 9 boys do it?" The following solutions were handed in:

A.	12	B.	12 boys.
	6		6 days.
	<hr/>		<hr/>
	9 72		9 boys 72 days.
	<hr/>		<hr/>
	8		8 days.

C. If 12 boys do the work in 6 days, 9 boys will do it in as many as 9 is contained in $12 \times 6 = 72 \div 9 = 8$ days.

D. 12 boys do it in 6 days,
 \therefore 1 boy would do it in 12 times 6 or 72 days.
 \therefore 9 boys would do it in 1-9 of 72 days or 8 days.

E. 12 boys do it in 6 days,
 \therefore 9 boys will do it in 12-9 of 6 days or 8 days.

F. 12 boys do it in 6 days,
 \therefore 9 boys will take $\frac{4}{3}$ longer, or 8 days.

$$G. \quad 9 : 12 :: 6 \text{ days} : x \text{ days or } x = \frac{12 \times 6}{9} = 8 \text{ days.}$$

Now it is evident that B and C indicate confused thought; A may have thought correctly but he does not show it; D, E and F have all thought logically and the form parallels the thought. All pupils need not think in the same way, but they must all think clearly and the expression must conform to the thinking. Incidentally it may be remarked that working every problem in proportion in three lines as in D, when it ought to be thought and worked as in E, is another case of arrested development altogether too common. A boy is said to have solved in his own way a problem similar to that just given, and then to have remarked that he knew he was wrong for he hadn't three lines. This is formalism in the extreme.

7. When mechanical work or figuring is necessary it should be separated from the written work, for the sake of clearness. For example, in the problem given it is better to say, when the solution is as in D:

$$\begin{array}{r|l} 12 & \\ 6 & \\ \hline 9)72 & 12 \text{ boys do it in 6 days.} \\ & \therefore 1 \text{ boy will do it in 72 days,} \\ & \therefore 9 \text{ boys will do it in 8 days.} \end{array}$$

Than to say:

$$\begin{array}{r} 12 \text{ boys do it in 6 days,} \\ 6 \\ \therefore 1 \text{ boy will do it in } 12 \\ 72 \text{ days,} \\ \therefore 9 \text{ boys will do it in } 9)72 \\ 8 \text{ days.} \end{array}$$

Poems

Faded Leaves

The hills are bright with maples yet,
But down the level land
The beech leaves rustle in the wind,
As dry and brown as sand.
The clouds in bars of rusty red
Along the hilltops glow,
And in the still, sharp air, the frost
Is like a dream of snow.
The berries of the brier-rose
Have lost their rounded pride;
The bitter-sweet chrysanthemums
Are drooping heavy-eyed.
The cricket grows more friendly now,
The dormouse, sly and wise,
Hiding away in the disgrace
Of nature from men's eyes.
The pigeons in black wavering lines
Are swinging toward the sun;
And all the wide and withered fields
Proclaim the summer done.
His store of nuts and acorns now
The squirrel hastes to gain,

And sets his house in order for
The winter's dreary reign.
'Tis time to light the evening fire,
To read good books, to sing
The low and lovely songs, that breathe
Of the eternal spring.

—Alice Cary.

The Squirrel

The pretty, black squirrel lives up in a tree,
A little blithe creature as ever can be;
He dwells in the boughs where the stock-dove broods,
Far in the shades of the green summer woods;
His food is the young juicy cones of the pine,
And the milky beechnut is his bread and his wine.

In the joy of his nature he frisks with a bound
To the topmost twigs, and then to the ground;
Then up again, like a winged thing,
And from tree to tree with a vaulting spring;
Then he sits up aloft, and looks waggish and queer,
As if he would say, "Ay, follow me here!"
And then he grows pettish, and stamps his foot;
And then independently cracks his nut;
And thus he lives the whole summer thru,
Without a care or a thought of sorrow.

But small as he is, he knows he may want,
In the bleak winter weather when food is scant,
So he finds a hole in an old tree's core,
And there makes his nest, and lays up his store;
And when cold winter comes, and the trees are bare,
When the white snow is falling, and keen is the air,
He heeds it not as he sits by himself,
In his warm little nest, with his nuts on his shelf,
O, wise little squirrel! no wonder that he
In the green summer woods is as blithe as can be.
—Mary Howitt.

To a Waterfowl

Whither, midst falling dew,
While glow the heavens with the last steps of day,
Far, thru their rosy depths, dost thou pursue
Thy solitary way?

Vainly the fowler's eye
Might mark thy distant flight to do thee wrong,
As, darkly painted on the crimson sky,
Thy figure floats along.

Seek'st thou the plashy brink
Of weedy lake, or marge of river wide,
Or where the rocking billows rise and sink
On the chafed ocean-side?

There is a Power whose care
Teaches thy way along that pathless coast,—
The desert and illimitable air,—
Lone wandering, but not lost.

All day thy wings have fanned,
At that far height, the cold, thin atmosphere,
Yet stoop not, weary, to the welcome land,
Tho the dark night is near.

And soon that toil shall end:
Soon shalt thou find a summer home, and rest,
And scream among thy fellows; reeds shall bend,
Soon, o'er thy sheltered nest.

Thou'rt gone, the abyss of heaven
Hath swallowed up thy form; yet, on my heart
Deeply hath sunk the lesson thou hast given,
And shall not soon depart:

He who, from zone to zone,
Guides thru the boundless sky thy certain flight,
In the long way that I must tread alone,
Will lead my steps aright.

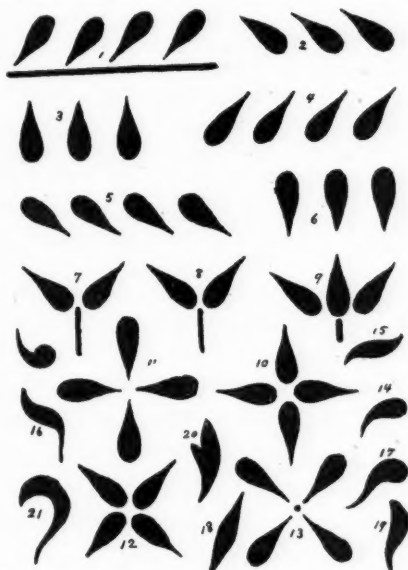
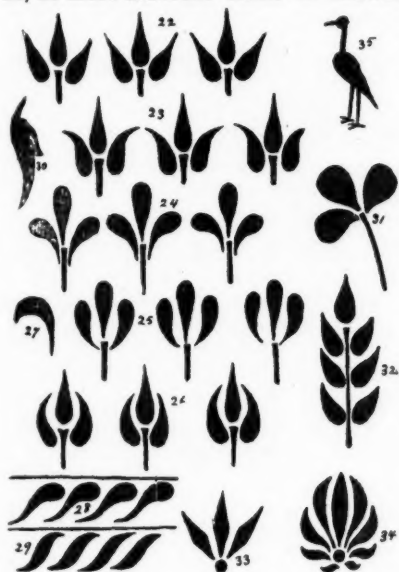
—Bryant.

Drawing and Construction Work

Brush Drawing

L. S. THOMPSON.

The implements for drawing are so various that one need not be confined to any particular one. The common graphite or so-called lead pencil is undoubtedly the most generally used in school work, and deservedly so, as more different kinds of drawing and art work



can be done with it than with any other drawing implement.

The pen, the chalk, the crayon, the charcoal and the brush all have their particular virtues, but at present we wish to speak of the brush and its uses in common school work. In some schools we fear its advantages are not fully appreciated. No other marking tool cultivates so light, so delicate and so artistic a touch. The hand can not rest or ride on the brush as it may do somewhat on the other implements mentioned above.

Materials

Brushes—Sable, numbers 6 and 7; number 6 for primary grades and number 7 for grammar grades.

Colors—Pans or cakes of colors in boxes, or moist colors in tubes. These moist colors are more easily mixed than those in pans. For a beginning three colors are sufficient, crimson lake, Prussian blue and gamboge. As these colors will not make a brilliant violet or orange, it is desirable to have the six standard spectrum colors soon after the beginning.

When colors are not to be had much effective work can be done with common black ink.

Cups and Pans—Pressed tin cups or pans about three inches across the top will do to hold water (about two-thirds full), and common small butter

dishes for mixing and holding colors will answer every purpose. The water cup should be placed on the farther left corner of the desk to avoid accidents as much as possible. The color dish may be placed directly in front of the water cup.

Paper—Any good white drawing paper can be used. For special purposes gray and buff paper may also be used.

First Practice

We may begin brush work in several ways. There are two principal ways of which we shall speak. One way is to begin with the natural impression of the

brush when full of color and applied sidewise on a piece of paper. This imprint is sometimes called a "blob." See figures 1, 2, 3, 4, 5 and 6. The other method is to begin with such movements of the brush filled with color as will form lines on a piece of paper. See figures 36, 37, 38, 39, 40, 41, 42 and 45. Both of these methods are adapted to teaching thru the imagination of the child, or thru observation of nature. If we follow the first method we shall naturally use the so-called conceptional or imaginative drawing a great deal, and we shall

not object to the free use of abstract or conventional forms and the so called type forms. If we follow the



second method we shall turn our attention at once to natural objects and ask the child to use his brush and

colors in the expression of appearances, which at this age are mere crude impressions.

While the writer has decided views of his own on these matters, he only proposes to present both methods and allow each of his readers to select that method which appeals to his or her experience and previous knowledge.



First Method

The exercises printed in these lessons are in black ink, or silhouette, but if colors are available they are to be used.

After a few "blobs" have been made on trial paper the pupils may try to arrange them in a line so as to form a border as suggested in exercises 1, 2, 3, 4, 5 and 6. These exercises will help the children to gain power over the brush in different positions. For instance, in figures 1 to 6 the top of the handle of the brush should point from the sharp point of the "blob." These exercises should be repeated until the pupils get some facility in handling the brush.

Figures 7, 8 and 9 suggest plant forms; 10, 11, 12 and 13 are rosette forms. These may at first be copied by the pupils, after which they may be allowed to invent some arrangements of their own.

Figures 22, 23, 24, 25 and 26 suggest more difficult plant forms, which may be arranged in lines for borders, or for all-over patterns. Figures 31, 32 and 33 also suggest plant forms; 34 is the so-called Greek Anthemion; 35 is an animal form. Let the pupils discover other plant or animal forms that may be made with the "blob" or some modification of it.

Figures 14, 15, 16, 17, 18, 19, 20, 21, 27 and 30 are strokes of the brush more difficult than the simple "blob." These strokes or impressions may be practiced one at a time on trial paper, after which they may be combined so as to form borders, rosettes and plant forms similar to the preceding exercises with the "blob." See figures 28 and 29.

Of course it is not meant that all of these should be drilled on in a mechanical way before any use is made

of them. When any one of them can be fairly well made make use of it in combinations and inventions.

Second Method

To use the second method intelligently there should be some preliminary drill on making lines, straight, curved and spiral, as shown in figures 36, 37, 38, 39, 40, 41, 42 and 45. Again, it is not meant that all of these should be perfectly made before any applications are undertaken. For instance, when the children can make strokes similar to figures 37 and 46 they may attempt such plant forms as 48, 49, 50, 51, 52, 53 and 54; that is, they may place before them plant forms similar to these and attempt their imitation in ink (if colors are not available), or in the colors of the plants.

Figures 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69 and 70 show further application of brush work to nature study with ink, in silhouette form, or with the actual colors of the objects.

There has been no attempt to grade these exercises closely. Some of them will be found simple enough for the primary grades, while others are difficult enough for grammar or lower high school work. In this way it is hoped that help may be suggested all along the line of our common school courses.—Drawing and Manual Training Journal.

Letter-Writing

No argument is necessary to impress upon the mind of the teacher the necessity of the observance of neatness, correct forms and established customs in the early training in letter-writing, for "One's habits and abilities are judged by his letters—and usually correctly."

So far as the subject-matter is concerned usually no difficulty is encountered if the child writes upon those subjects with which it is familiar; but we notice occasionally a carelessness in beginners in regard to punctuation, the margin and the arrangement of the component parts of the letter.

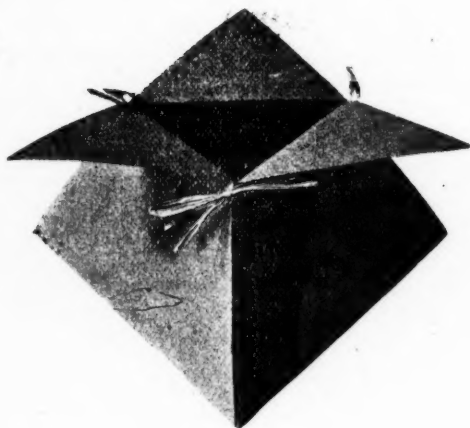
We find this plan for overcoming this difficulty very successful:

1. Talk with the class about letter-writing, calling their attention to the arrangement, punctuation, etc. Have pupils copy some of the forms of salutation, addresses and complimentary close.
2. Have pupils write letters to other members of the class, these letters to be corrected by the recipient under direction of the teacher.
3. Return letters. Discuss corrections.
4. On the following day play postoffice, allowing girls who have made the fewest mistakes to act as postmistresses and the boys as postmen for the class.

—Bertha Cole.

Cardboard Construction

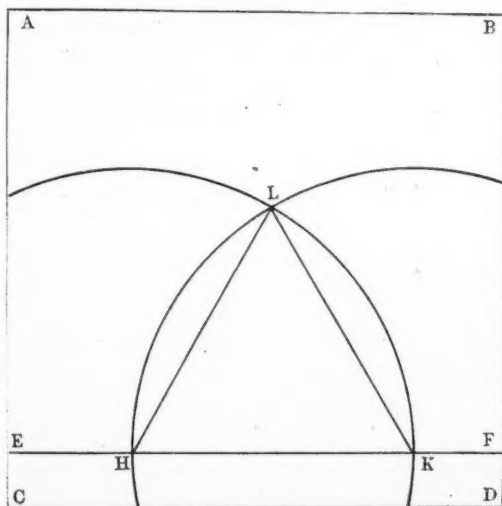
Fancy Triangular Box



Directions for Constructing Fancy Triangular Box

1. Mark upper right hand corner B, lower left hand corner C, upper left hand corner A and lower right hand corner D.
2. On left edge AC, one inch from C, mark point E.
3. On right edge BD, one inch from D, mark point F.
4. Connect E and F.
5. On line EF, two inches (2") from point E, mark point H.

Fig. I

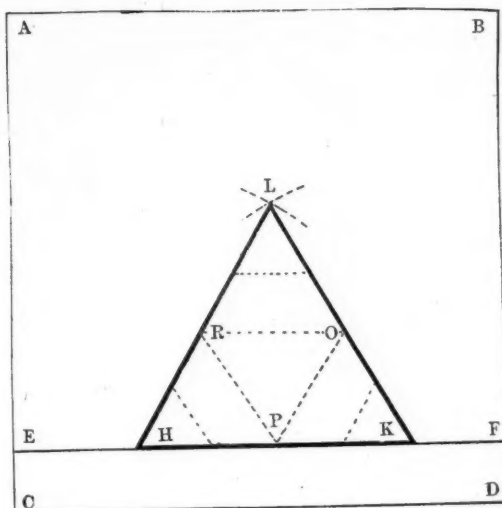


6. Open dividers four and one-half inches (4½").
7. Place sharp point of dividers on point H, and with pencil point of dividers draw a curve reaching from left edge (AC) to lower edge (CD).
8. Where the curved line intersects EF mark point K.
9. Place sharp point of dividers on point K, and draw

a curve reaching from right edge (BD) to lower edge (CD).

10. Where the two curves intersect each other mark point L.
11. Draw a straight line connecting L and H.
12. Draw a straight line connecting L and K.
13. Bisect line LK; mark point O.
14. Bisect line HK; mark point P.
15. Bisect line LH; mark point R.
16. Connect by a straight line O and P.
17. Connect by a straight line P and R.

Fig. II



18. Connect by a straight line R and O.
19. Cut out triangle HLK.
20. Fold on lines OP, PR and RO.
21. In opposite direction fold back points L, H and K to meet the center of the folds just made.
22. Tie sides with floss.

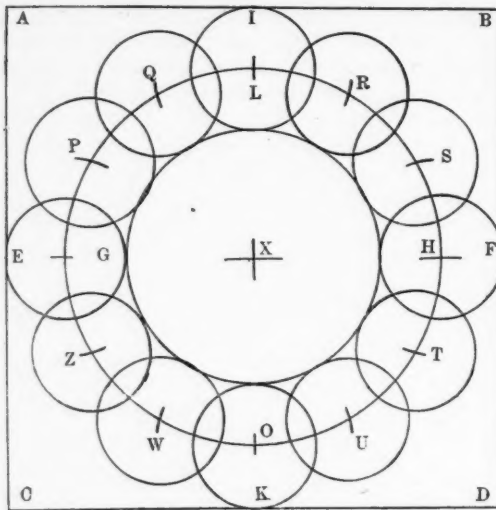
Fancy Basket



Directions for Constructing Fancy Basket

1. Draw the diameters of the square.
2. Mark center X.

Fig. I



3. With X as center describe concentric circles with radii $2''$ and $3''$.
4. Mark points G, L, O, and H where outer circle intersects the diameter of square.
5. With points G, L, O, and H each as centers and a radius equal to $3''$ (HX) mark points on the circumference of the larger circle to either side of these centers.
6. With these points as centers describe twelve circles having a $1''$ radius.
7. Mark points where circumferences of smallest circles intersect each other between the concentric circles, 1, 2, 3, 4, etc.
8. Connect these points by straight lines making a regular twelve sided figure (dodecagon.)
9. Cut on heavy lines. (Figure II.)
10. Fold on dotted lines. (Figure II.)
11. Tie sides to form fancy basket or card tray.

Picture Frame

Fig. II

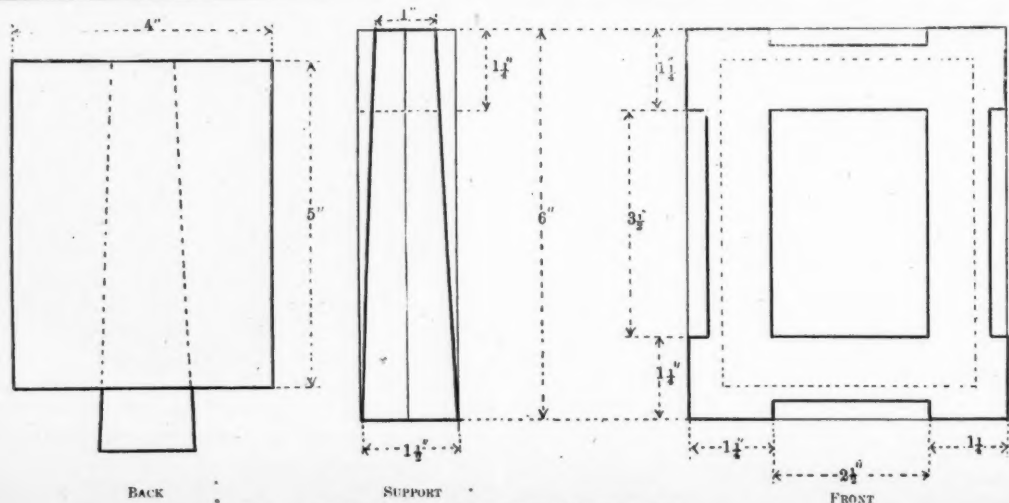
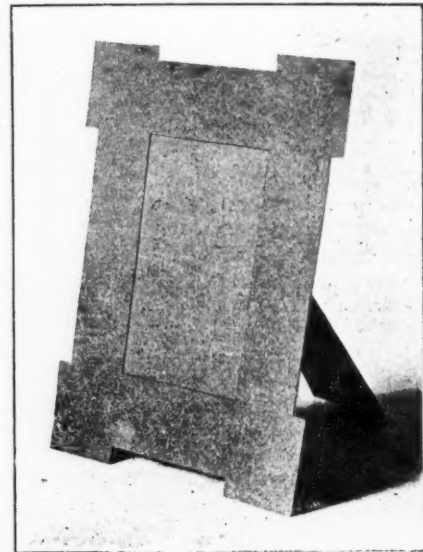
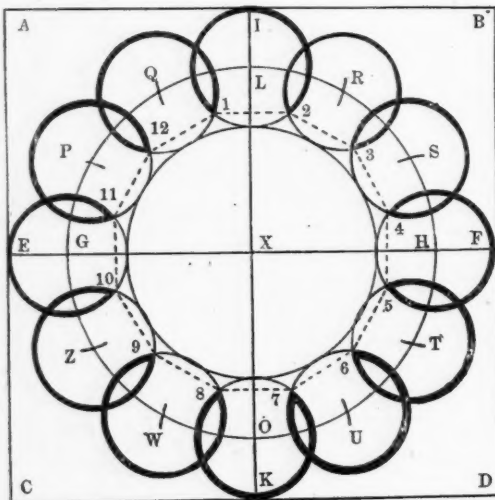


Diagram for Constructing Picture Frame.

Geography and History

Ways and Highways of Transportation

E. INOR ALLISON MOORE.

Animal Transportation

This great industry, whose importance was indicated in the previous article of this series, is carried on in three ways—by animals and by railways on land and by boats or ships on water—and we now have a new way that is expected to produce a new era of land transportation, by means of the automobile or horseless wagon or motor car in its varied forms of passenger or freight motors.

Any child in school is familiar with the first means, by animals, which is the start of the transportation of the raw materials from fields and mines and forests and of the finished products of our shops and factories to the docks or depots whence they are sent all over the world. Thus, our corn, wheat, cotton and wool must be hauled in wagons from the field to the barns or store houses on



A Jinrikisha.

farms, plantations and ranches and from there to the nearest railroad station or boat landing whence they go by rail or boat to the seaports, and from there to feed and clothe the nations of the world. When they reach the end of their long journey it is only to finish as they began by animal transportation from docks and freight warehouses to the establishments of their purchasers.

Owing to the advent of the auto in its various forms we may expect soon to see the day, in all the immense plants of our manufacturing centers as it now is in some of our great commercial concerns, when the auto-car and horseless freight wagon will end the transportation of the raw material from receiving station to factory and begin that of the manufactured article as it starts out on its journey to the waiting world.

It is not only a very important question but one that will interest the children to observe why and to what extent auto transportation is supplanting that of animal. Economy is the main reason, in space as well as in time,

and space means money for the building or rental of barns for the horses and the hay and grain they eat, while autos can be stored in single rooms of buildings used for other purposes and require no hostlers to care for them and their stables.

Yet the fundamental importance of animal transportation is so much in evidence that the wagon drivers of the second largest city in this country, whose laborers have long boasted that they are better organized than those of any other city, recently brought to public recognition the importance of animal transportation by a strike whereby they managed for a time to cripple a surprising number of large industries. In extensive strikes the action of the wagon drivers unions is a factor of growing importance as the fundamental nature of animal transportation is more and more recognized.

Not only does animal transportation start and finish the other two kinds—by rail and boat—but it also starts



Bags of Silver.

Transported by Llamas.

great routes of land transportation, and has founded some mighty cities along oriental caravan routes, of which Damascus and Palmyra are notable examples. The greatest caravan towns and routes of today lie within the Russian possessions and in northern Africa.

Tea is largely responsible for some caravan routes and is the chief cause of the British expedition into Tibet. China wants to monopolize Tibet's trade. From Lassa, Tibet's capital, three bad roads go into China, over which transportation is accomplished by horse, mule, or yak caravans, by which China has sent into Tibet enormous quantities of very poor brick tea. England wants Tibet to buy her tea from British India. Hence, Great Britain's "peaceful" but very bloody mission into Tibet and the trade treaty recently signed by the evidently reluctant but helpless Tibetans.

Turn to the map of northern Asia and look up the great caravan route thru Russian possession, due mostly to the tea trade and largely responsible for the route of the Siberian Railroad. Brick tea, made by molding tea leaves into bricks under heavy pressure, and the choicest teas for western Europe are collected mainly at Tientsin and sent by camel caravans thru Manchuria to the most convenient points on the Siberian Railroad. While an expensive way of transportation, it is preferred to the water route from Canton to Odessa; because, no matter how carefully sealed, the fine flavor of tea is materially injured by an ocean voyage. This great caravan-trade route has employed, as Adams's Commercial Geography states, 16,000 men and 80,000 horses in annually trans-

porting freight, most of it tea from China, worth \$7,000,000 to \$8,000,000 a year.

Enliven some neglected geography by looking up the caravan towns along this great route of animal transportation. Irkutsk is such. A great caravan-trade route from China passes to Irkutsk and from there to Moscow that is now being supplanted by the Siberian Railroad. Tomsk, another caravan town and a large industrial city, is not on the main line of the railroad. Orenburg is the Russian terminus of the camel-caravan route that brings the superior cotton from Khiva south of the Aral Sea.

Caravan routes of Persia are worth considering, for Russia and England are rivals for Persia's trade. One runs from Tabriz, a large trade center of northern Persia, along the mountains of Armenia to Trebizond on the Black Sea. This difficult and expensive route is declining since Russia built railroads north of Persia. Poor caravan routes connect the main centers of Persian trade, Tabriz, Teheran, Meshed in the north, Ispahan in the center and Kirman and Shiraz in the south with trading posts on the northern frontier and ports on the Persian Gulf.

In Africa the city of Morocco has a large caravan trade from Timbuktu on the Niger that brings from the Sudan ivory, gold dust, ostrich feathers, and dates from oases in the desert. Tripoli has the largest caravan trade with the Sudan. Look on the map for the main reason and see how Tripoli's seacoast dips down nearer to the Sudan than any other part of the Mediterranean shore. Several great caravans, some containing as many as 9,000 camels, cross the desert each year from Tripoli to Lake Chad and



A Scene in the Klondike.

Timbuktu. They carry cloth from England, tools and hardware from Germany, glass from Italy, and small articles from France, and they bring back ostrich feathers, gold dust and hides.

In any event animal transportation is a very expensive means and its most expensive form is that where there are so few pack or draft animals that native porters carry loads of 60 to 80 pounds on their backs. While the wages of Congo porters is only about \$10 a month, before the railroad was built it cost over \$200 a ton to transport freight around the 235 miles of cataracts in the lower Congo.

An interesting form of transportation where men take the place of animals obtains in Japan, where passengers are hauled about in something like great two-wheeled baby carriages called jinrikishas.

Expensive animal transportation has retarded the de-

velopment of some of the richest silver-ore region in the world, located in the Andes where the silver must be transported over the mountains on the backs of llamas, as shown in the accompanying cut. A group of these South American beasts of burden are waiting to be loaded with bags of the precious metal.

In very cold countries animal transportation must be done by those which can both endure the cold and eat the food that can be most easily supplied them while on their trips. The children readily see that herbivorous draught animals would not do, since the quantities of grain and hay required by horses or mules would form a large part of their loads. Hence, the reindeer is used to some extent because he finds his food in a moss that grows on snow covered wastes. Dogs are useful because the meat they eat is but little of their load and can often be supplied to them from fish and game caught while on their journey. Dogs are also used in the Netherlands



and some other parts of Europe to transport small loads short distances, an economical way of utilizing considerable power that is allowed to go to waste elsewhere.

Of course the discriminating reader realizes that the limited space of a single article can only touch upon a few prominent points of this great subject of animal transportation which the skillful teacher will expand and adapt to the needs of her own pupils as no outsider can possibly do.

Some Points on the Teaching of History

G. B. COFFMAN.

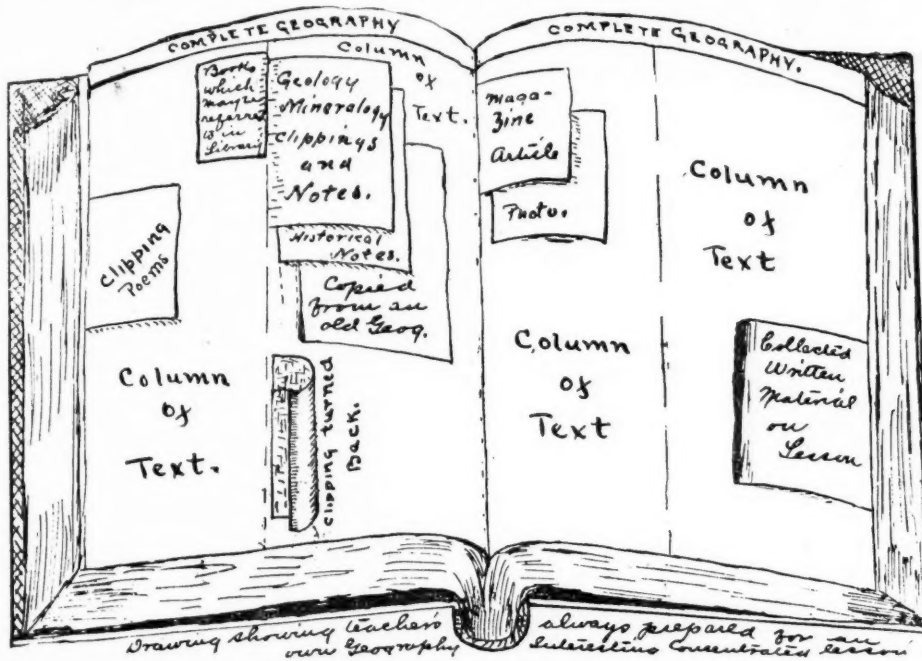
History is not a record of past events. Some teachers continue to think this a good definition. They continue to teach it as such. They continue to have pupils memorize dates and think when the dates are all memorized the work is done. If the teacher does not see the true end in the teaching of history it is surely the blind leading the blind. If the teacher can see nothing but the memory of events for the sake of using this memory, or for the sake of knowing the event for the sake of the event, he will gain but little from the history study. But if the teacher will teach it from the standpoint of cause and effect he will teach the pupil to think as well as memorize. When the pupil is taught the whiskey rebellion he needs to know more than the fact that the people of Pennsylvania refused to pay a tax on whiskey and that troops were sent to force them to pay it. But, on the other hand, he must know the object of the government in putting a tax on whiskey. He must also know the habits and customs of the people of Pennsylvania. He must know that these people were not used to think-

ing of a central form of government and that they could not understand why they should be called upon to help support in that way a government that they thought did them no good. If the pupil can see that the habits and customs largely determine the thinking of a people he will search for these before judging the people. This being true, he must look to the geography of a country; he must know the geography in order to know the history. If the pupil can see the simple life of those backwoods people and can see how they made their living and how this tax affected them he will not blame them so much for resisting the tax.

But the teacher must not stop here. The pupil must see that it was necessary for them to change in a

A Correlation Device in Geography

Secure for the purpose a copy of the geography which is in use by your pupils. This copy you should pay for and have for your own; that is, do not use one that belongs to the school. Now supposing the lesson to be about Canada and Newfoundland; well, the night before search the history and jot down any notes in history touching those places, prepare your part of the lesson and paste these sheets in your geography as shown in the cut. This you may follow by



manner their ways of living in order that they might become intelligent American citizens. In order to do this the government was compelled to restrain them. Like all reforms, at the time it was considered an imposition, but in time the people were convinced that they were wrong. The pupil should see this in its entirety. The thought then is complete and the pupil is made stronger and better by having thought and reasoned out the cause and the effect of the whiskey rebellion. To teach history successfully the pupil must be led to feel and in a measure live thru the period. He must be made to place himself in the time and position of the people he is studying. If he can be made to do this he will have no trouble in finding interest in history. Instead of being a dry list of events it will be the real essence of the lives and thoughts of the people.

If the subject matter is presented in this form the pupil will gain power to do, power to work out phases of history himself. This power that he gets from this kind of study will be worth a great deal more to him than the mere fact that he knows history.

clippings from "Evangeline," your magazines, newspapers, etc., arranging them neatly in your book as diagram illustrates; this may be done for a sample lesson on the night before the lesson is to be recited. The next day when the class is called you will have the joy of knowing that you have a well-spring of material at your finger-ends. And the pupils from year to year will enjoy looking over with you these ready prepared lessons of yours. A geography or a history once filled with this correlated collected material will always be ready for use and fully prepared no matter what the lesson for years to come. Keep your eyes open from day to day and when you meet with a newspaper or magazine article or photograph of educational value cut it out and place it where it belongs, in either the history, geography, or wherever it serves well the purpose of more fully illustrating the lesson text.—W. C. Moore in *Progressive Teacher*.

They are never alone that are accompanied with noble thoughts.—Sir Philip Sidney.

Nature Study

An Insect Enemy of the Apple

The apple maggot, commonly known as the "railroad worm," has become an enemy to apples and apple culture, ranking almost as destructive as the codling moth. Thousands of barrels of fruit are stored or marketed, apparently sound, only to be opened and thrown away.

Beginning this study in early autumn, ask the pupils each to examine 100 apples, preferably all of the same variety, and report the result at a subsequent lesson. If the pest be abundant, the teacher will find little difficulty in securing a few "railroaded apples" with which to show the class what to look for.

The injury to the fruit is done by the larva, or maggot boring channels back and forth thru the pulp as it feeds. One such larva is sufficient to spoil an apple, and since the fly has been found to contain from 300 to 400 eggs, there is almost no limit to the damage that this one insect may cause.

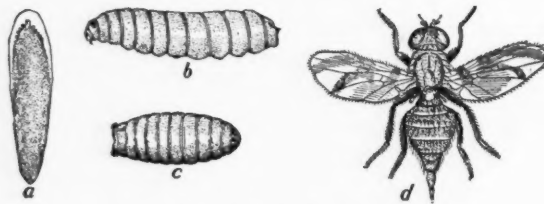


FIG. 83. APPLE MAGGOT
a, egg; b, larva; c, pupa; d, adult female. (All enlarged.)
(After Harvey and Comstock)

By keeping a number of infested apples in a box the pupae may be secured for the school collection, and a few of these should be put away in a cool place until June or July, in order to get the adult flies. These should also be sought for in the fall about apple trees. Fig. 83 sufficiently indicates their appearance. They are a trifle smaller than an ordinary house fly and may be recognized by a dark figure on the wing, shaped somewhat like a turkey, and also by the white lines across the back of the abdomen, three in the male and four in the female. No insect is better adapted to demonstrate to the children the work that so insignificant a creature is able to accomplish. The fly has been seen to puncture the skin of the growing apple, generally on the shaded side, and deposit a single egg directly in the pulp. Thus a single female may ruin one or two bushels of fruit. They may be found in the apple trees from June or July, according to latitude, until hard frosts occur in the fall, and they attack practically all varieties of apple. Nothing is known regarding the natural enemies of the apple maggot, and its life story renders it one of the most difficult of all insects to control. Possibly a pair of phoebes, or other fly-catchers, or a few tree frogs in an orchard might save hundreds of bushels of fruit in a season. What boy will watch some of these, so as to be able to tell us what they do?—Hodge's Nature Study and Life.

How to Make an Aquarium

PHILIPS BOLLER.

One of the most attractive ornaments is an aquarium, with its interesting inhabitants and delicate water plants. It requires small care, and, better still, costs little, if you make it yourself.

The materials needed are: (1) a strip of hard wood one inch square by ten feet long; (2) a board for the base, 1x14x19 inches; (3) quarter-inch plate glass, as follows: one piece 10x14½ inches, two pieces 10x8 inches, and two pieces 15x8 inches; (4) the cement mentioned below.

First lay the bottom pane of glass in the center of the baseboard and mark around it; then put the upright panes in place and mark around them. Make a groove between these lines a quarter of an inch deep with a router.

The corner posts are seven and three-quarters inches long, and cut out as shown; these are to be screwed to the baseboard by 2-inch screws from beneath.

The side top bars are sixteen inches long, the end ones eleven and one-half inches, and all one inch square. Grooves were made on the under side of each bar a quarter of an inch deep, and the ends were halved, each halving being three-eighths of an inch thick. The top bars were then glued together at the joints, care being taken that the pieces were square with each other. The best aquarium cement is made as follows:

Litharge	1 gill
Fine dry sand	1 gill
Plaster of paris	1 gill
Pulverized rosin	½ gill

Mix thoroly and make into a paste with boiled linseed oil. Beat well and let stand four or five hours before using. Put some cement into the grooves of the baseboard and inside the corner posts. Place the bottom pane on the baseboard; put the upright panes in the grooves and against the corner posts; and screw the top bars in place with 1½-inch round-headed brass screws.

The woodwork, after having been carefully sandpapered, may be stained or not as desired. Give it a coat of shellac and after this is dry put on a coat of varnish. Small rubber chair tips are screwed under the base, so that the aquarium can mar nothing upon which it rests.

Before putting a screw in the wood a hole should be prepared by the use of a small gimlet bit of the right size. If the woodwork is to be ornamented chamfers are made around the edges of the baseboard and framework.

The aquarium which I made by this plan cost about \$2.50, using the plate glass and cherry wood, but one can be made less expensively with single pane glass and hard pine.—Success.

We live in deeds, not years; in thoughts, not breaths;
In feeling, not in figures on a dial;
We should count time by heart throbs. He most lives
Who thinks most, feels the noblest, acts the best.

—Bailey.

Schoolroom Hints

The Lumber-Yard for Home Industry Study

An effective means of reviewing the geography of the country is afforded a teacher who studies a large lumber-yard with her class. The several forested sections will be brought to mind; questions will arise as to the distribution of rainfall as accounting for the forests, and questions as to the distribution of temperature, which will explain the kinds of trees predominating in the forests of the different sections. The story of the routes taken by the lumber to reach the home market will review the cities that control the commercial movement of lumber as well as the great commercial routes of the country.

A visit to a lumber-yard can be conducted very comfortably in winter when field work is at a disadvantage. It will suggest appropriate nature study work for this season when outdoor life is inactive. What are the qualities of the different woods that adapt them to particular uses? How do these qualities suit the needs of the different kinds of trees, and how have they been developed by their habits of growth. Just here there is need of pictures to show the conditions under which the different species of trees grow: pictures of scattered, long-leaf pines on the sandy districts of the southern coastal plain; pictures of the lordly firs and cedars of Washington; pictures of the forests of old-growth white pine that are yet found in some districts near Lake Superior; and pictures of the hardwood forests of the Allegheny plateau.

We have a large chart of pictures of forests and forest trees so arranged that all sections of the continent are presented somewhat as on a map. At the upper part of the picture sheet, or the north, are views of the treeless tundras and stunted spruce forests; at the left, views of the Pacific forests from Alaska to the Isthmus; at the center, forests of the Rocky Mountains and typical views of the treeless plateaus, plains, and prairies; at the right, the spruce and pines of the Canadian border, the hard woods of the Eastern States; and below these the various evergreens of the South, then the palms, rubber-trees and manifold species of tropical forests. By some such plan, small pictures may be grouped to great advantage. Then they express a story. Similar charts may present the methods of lumbering in different regions.

A collection of woods will naturally be made in connection with the trip to the lumber-yard. Large specimens of each kind of wood, and in the usual commercial forms, such as shingles, laths, clapboards, short lengths of boards, planks, joists, and the like, may be secured for a school collection. Waste chips and cuttings, destined for the fire-box beneath the boiler, may be obtained for pupils' collections. With these should be placed pictures of the several kinds of trees whose wood is represented in the collection, such as are provided by The Perry Pictures Company. The children can also collect pictures of the objects into which each kind of wood is most commonly transformed, cutting them from the advertising pages of periodicals. Written accounts of every species

may be added, its wood, and the uses of the wood in the industrial world. Where shall one stop? A lumber-yard is a center that will naturally lead to a deal of profitable study by the class. And it is very desirable that such studies should be approached at least once thru their local relations.—Philip Emerson in *The Perry Magazine*.

A Literature Method

Here is a plan of which I heard recently and which I think is worth adopting. A certain author is chosen for one month. Each pupil is called upon to prepare something on that author for some particular morning. Suppose Longfellow is the poet to be studied. This morning someone would recite *The Village Blacksmith*; tomorrow someone would give a brief account of Longfellow's school days; next day there would be a recitation of *Excelsior*, and so on thruout the month. This is a plan that may be used from the primary grades thru the grammar and even into high school.—Belle Arnold.

Morning Exercises

As a rural teacher who has many years of experience at her back, I have many difficulties brought before me by my young and inexperienced colleagues; none, however, more frequently than this: "What shall I do for opening exercises?" As a change in this matter is often desirable, I will give an expedient I tried last winter. Beginning with the oldest pupil and going down two or three grades, I assigned one morning for conducting the opening exercises to each pupil. In this I gave them full liberty. I took my place in the back part of the room, giving my desk to the one in charge. The pupils enjoyed it and it was surprising to see what really good work could be done in this way. Of course this would not do as a regular thing, but as an innovation it was a success.—School Education.

A Map that Talks

Our fourth grade pupils agreed to save their pennies and soon we had a class fund which was to buy fruit for a sick classmate or for some school purpose. Last year we purchased a large sheet of mounting board and some heavy manila paper. On the paper I sketched a map of North America, cut it out and mounted it on the cardboard. With watercolors I put in the boundaries of the countries and the large rivers. As we studied the countries we clipped pictures and pasted them on. I asked certain children to bring little bottles of grain, mineral specimens, etc. These were then sewed on to the proper places. Lemons, oranges and other fruits were painted on.

We found it necessary to make a larger map of the United States when we studied it by sections because of the lively interest shown. Sometimes glue could be used in holding the kernels of grain on instead of using the small bottles.—Millicent A. McNair.

Pictures for Language Stories

These pictures are to be cut out and mounted on cardboard. In this form they are convenient for passing to pupils who are to make oral stories about the pictures after being allowed some time for observation and conversation.



The Gray Squirrel.



Milking the Cow.



Ja k's B rd House.



Fig. 1.

Mary Trying her Brother's Bow and Arrow.



The Blacksmith.



Tectering.

medæ—is a fine double star, whose green companion is again divided by powerful telescopes into a close pair in rapid orbital motion.

The first of the two—Beta Andromedæ—serves as a pointer to one of the most interesting objects in the heavens—the Great Nebula of Andromeda. This can be seen, even with the naked eye, as a faint patch of light on the line from Beta Andromedæ through the faint star to the northward, produced about as far again. With a field-glass it appears as a dull patch of light, very different in appearance from the neighboring stars. A larger instrument shows more detail, but it is left to photography to show that the visible part of the nebula is but a portion of a magnificent spiral system, covering an area of sky about as large as the full moon.

Photographs of this nebula have been so frequently published that they are probably familiar to most of our readers. No satisfactory explanation of the remarkable form of this nebula, and the many similar ones, has yet been suggested.

Farther to the left, beyond Andromeda, is Perseus—a group of fairly bright stars in the Milky Way—and lower still is Auriga, with the brilliant star Capella.

The planet Jupiter is by far the most conspicuous object in the southeastern sky. The small triangle of stars above it marks the head of Aries. The lower southeastern sky is occupied by Cetus—a very large but rather uninteresting constellation. A polygon of stars below Jupiter marks the minster's head, and its body extends a long way to the westward, including one conspicuous star, which stands very much alone about 30 deg. west of Fomalhaut.

Taurus is near the eastern horizon, with Aldebaran just risen, and the Pleiades higher up.

Following the Milky Way west from Perseus, we first reach the familiar zigzag of Cassiopeia, pass next through the scattered stars of Cepheus, and so reach Cygnus—a constellation full of interest. Its brightest star—Alpha Cygni—is remarkable for its enormous distance from us. The most careful measurements fail to show any sensible parallax, and we may conclude that the star is so remote that its light must take hundreds of years to reach us, and that it is probably thousands of times brighter than our sun.

A contrast to this enormous orb is afforded by the little star 61 Cygni, which may be found as follows: Alpha Cygni is at the head of a cross of stars lying in the Milky Way. If we complete the quadrilateral formed by the top and the eastern arm of the cross, we come upon a triangle of faint stars. The southernmost and faintest of these—just comfortably visible to the naked eye—is 61 Cygni.

This has long been known as a remarkable star, both because it is double, and especially on account of its very large proper motion, which would carry it over a distance equal to the moon's apparent diameter in about 350 years.

Below Cygnus, in the Milky Way, is Aquila, marked by the bright star Altair, with a fainter one on each side. North of this, and west of Cygnus, is the still brighter star Vega, in Lyra.

Hercules is below this in the northwest. Draco lies between Hercules and the pole, and Ursa Major is low on the northern horizon.

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Current Events.

An Analysis of News as Material for School Work.
BY FRANCIS B. ATKINSON,
Editor The Little Chronicle, Chicago.

(The events of the day will furnish the basis for the discussions in this department, but it must be remembered that this Journal is an educational periodical in the technical sense and not a newspaper, so that our attention here must be devoted primarily not to the recording of events but to the analysis of events; illustrating by example from month to month what, in the writer's opinion, are the principles which should govern the use of Current Events in teaching. It is, therefore, presupposed that both teacher and pupil will obtain from other sources a fuller knowledge of the details of the events referred to than space will permit to be given here.)

Some Educational Aspects of the War.

To the teacher who appreciates the necessity of vivid impressions for successful language work and the now generally accepted theory among critics that the literature which ranks highest in any period is produced by those authors who are in closest touch with contemporaneous life, the value of such material as the great war between Russia and Japan is furnishing for school-room use is plain; so plain, I believe, that the space at my disposal in this department can be more profitably devoted to pointing out less obvious, but certainly not less important, educational aspects of the subject. Interest aroused in the Political Geography of the seat of war is such that a certain familiarity with it is almost universal. On the walls of barber shops, railway stations, hotels, public places everywhere, you find maps of the region of hostilities, and people studying Geography in this form who are never interested in it in any other form.

But the Geographical possibilities for the school are far broader than this, and include much more than Geography, unless we give Geography an unusually broad interpretation. The same spectacular events which fixed the attention upon Liaoyang can be made to vivify interest in the physiography of the whole theater of war—its seas, gulfs, bays, capes, peninsulas, mountains, valleys, rivers, plains, islands; and much of this in even the lower grades where the first conceptions of natural features are being formed. A strait as a book definition is a cold and unattractive thing, as compared with a strait in which great battleships met in the gray of a Sunday morning. A peninsula and a bay in the dictionary or the Geography present few attractions compared with similar features within which a beleaguered garrison and the remnant of a shattered fleet, girdled with a ring of common fire, have been holding out for weeks. "Geography," said Von Moltke, "is half the art of war." If he had been as great a teacher as he was a general he would have reversed the statement and said that war is half the art of Geography teaching.

Use of Conjectures to Teach Facts.

And rumors of war and preparations for war are often more important, from a school-room standpoint, than war itself. After the conflict begins the attention of the newspapers is focused mainly on the territory where the fighting is taking place. This remark is equally true and equally important with regard to great industrial struggles, such as the packing house strike which has just ended. To illustrate this let us look back to the time immediately preceding the outbreak of hostilities between Russia and Japan. Here we have a dispatch from Tien-Tsin saying that all signs point to war. In support of this statement it is said that war vessels are concentrating near Port Arthur and that 25 steamers engaged in Chinese coastwise trade have been taken over by the Japanese government to be used as transports. Point out Tien-Tsin (you would say to your pupils in using such an item). What does your Geography say about the character of the place? Pupils should also be trained to consult cyclopedias and geographical supplementary readers such as may be found in the school library. Much of this work can be done at home and this method of studying Geography will become a pleasant recreation in which the whole family circle will take part. The interest in such great events as this war is universal. It is well to divide among the pupils the preparation for the school discussion of the event, either during a special Current Events period or in the Geography or other recitation periods to which the news under discussion may relate. "What are the principal ports of China and Japan between which these coastwise vessels would naturally ply?" is a specimen topic for one pupil.

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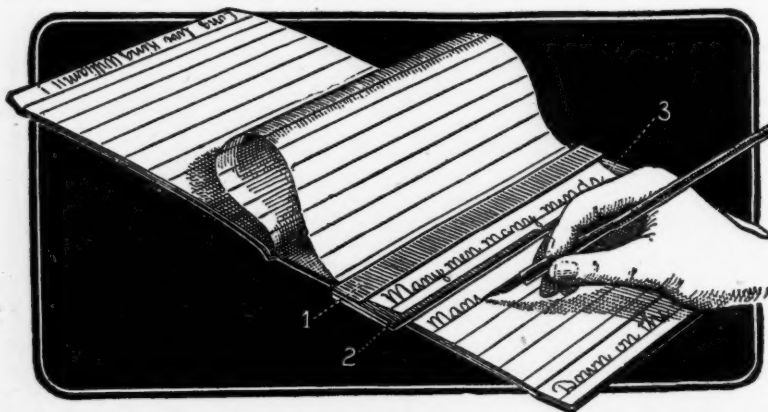


FIG. 1—One inch card-board band. FIG. 2—Four pieces of blotting paper 2½ inches wide. Card-board band and blotting paper fastened together at either end with wire threads. FIG. 3—Copy slipped under card-board band and held in position by band for copying. As each line is written copy and blotter are moved down to dry writing, which brings copy in place for next line.

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Next comes a dispatch from Tokio saying that the Japanese government has given notice that it will need all the dry docks for its naval fleets, that all warships and transports are being made ready to sail at an hour's notice and that the government proposes to complete the railroad between Seoul and Pusan, Korea, immediately. What is a dry dock? Point out the line of this railroad from Seoul to Pusan. Are there many railroads in this part of the world? Why not? What is the greatest railroad line in the Far East and to what European country does it run? What is the great railroad center of this European country? Why is Moscow a great railroad center? Connect this item with the one which preceded it. Both relate to transportation, to war and war vessels. Bring out this association of ideas and develop an automatic habit of association—the fundamental principle of reasoning and memory—by asking pupils how they connect each item with its predecessor, and group related material in various different items.

Next comes a dispatch from Hong Kong saying that the British fleet in the harbor is provisioning and coaling for a voyage, that it is to be joined by three battle ships and a cruiser from the British Mediterranean

fleet, that the French fleet in Chinese waters is to be reinforced and that the United States cruiser Wilmington has been ordered to Chemulpo. We have just added to the pupil's store of mental conceptions aroused by the word "transportation" pictures of coastwise steamers, dry docks, and railroad building, and here we vivify his interest in a great product, coal, which is so important an element in man's activities both in peace and war. Why is this British fleet at Hong Kong? Who owns Hong Kong? Find another island in the Mediterranean belonging to Great Britain. A portion of the Mediterranean fleet is probably located there. Bring three battle ships and a cruiser by the shortest route to Hong Kong. Where is the French fleet in Chinese waters probably located? Find on the map the possessions of France in Asia. Will the Mediterranean reinforcements of the British fleet pass Saigon? Connect this item with the two previous ones.

The Living Side of History.

Next we find, in association with our Geography, Civics. A dispatch from Tokio says that the ministers are holding a council of war and the Japanese military attaches have been called home from various ports. Discuss ministries in various countries and compare with our Cabinet. Similarly compare military systems. What does our Constitution say about the authority to declare war? How are taxes raised to carry on a war? How did our national banking system grow out of the Civil War?

Publisher's Notes.

Many years ago Conde B. Pallen contributed to The Catholic World a study of Tennyson's "Idylls of the King." The great poet himself expressed the opinion that in this essay Dr. Pallen had seen further into the meaning of "The Idylls of the King" than most of his commentators in England. The American Book Company has just published a revision of Dr. Pallen's essay in the form of a more extended commentary upon Tennyson's great poem. As an interpretation of a great poem, dealing with a great epic, this little work will be a valuable contribution and one particularly acceptable to the literature classes in our higher institutions. The contents include:

"The General Purport of the Idylls; The Coming of Arthur; Gareth and Lynette; Geraint and Enid; Balin and Balan; Merlin and Vivien; Lancelot and Elaine; The Holy Grail; Pellas and Ettarre; The Last Tournament; Guinevere; The Passing of Arthur."

A little booklet which will interest teachers and pupils alike, and furnish good material for composition exercises, has just been issued by the Dixon Crucible Co., of Jersey City, N. J., and will be sent free to all who request a copy. The booklet is called a "Pencil Geography" and is modeled after the old geography of 40 or 50 years ago, presenting colored maps and numerous illustrations in connection with a text which details the story of the gathering of the materials and the various processes in the manufacture of pencils.

"Ye Merry Tunes For Ye Modern Lads and Lassies," the new song book published by March Brothers, Lebanon, Ohio, is a real

success. The publishers are offering twenty-five dollars in prizes to teachers who examine this book and write the best testimonial regarding it. Write them for particulars.

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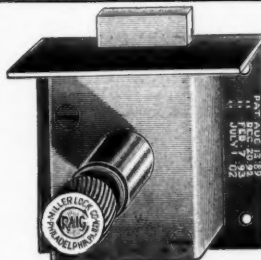
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An Umbrian Saint.

THE hills beyond Brookland, D. C., attracts perhaps more visitors than any other spot in the city. Numbers go there daily and Sunday the Church of Mount St. Sepulchre is filled with throngs drawn surely not by mere curiosity to a place which carries the mind to the early days of Christianity, when martyrs shed their blood and the seed of the Church was sown. The scope of the buildings is twofold. The college is a monastery and a missionary institution, which has for its object the harboring and educating within its walls those who feel themselves prompted to serve the Holy Land in the Order of St. Francis. To understand the Order of Friars Minor one must study the Seraph of Assissi, whose feast the Church celebrated on the fourth of October. He who in beautiful Umbria when the abuse of riches was at its height, when strength was the only defense against oppression and subtle dialectics had supplanted the earnest search for wisdom, raised the standard of simplicity, suffering and penance, and by an eloquence which seemed inspired, filled the forests in which he dwelt with followers who were drawn to him by the melody of truth. Founders of religious orders are the product of their time, burning for God's honor and the uplifting of humanity, they supply a special need. They become

the fathers of countless generations and their influence and name descend through the centuries. They are stars of sanctity, round whom on the last day will gather all who have followed their rule, thinking of them who is not filled with a sacred enthusiasm and a celestial aroma arises from so much greatness and so much sanctity.

St. Francis founded his order, and monks no longer remain within the cloister, but as the disciples on the shores of Galilee, they go into the highway and the by-way, to seek out the poor and the suffering and to share with them the treasures of Christ's love. As Angelo de Gubernatis writes: "I have met these good friars more or less everywhere during my long travels in the Holy Land, at the foot of the Himalayas, beyond the range of the Cordillera. The Franciscan Order keeps aloof from politics, its sole mission being to serve Christ and in his name, to love man, and to relieve all human misery."

The world is now acknowledging the need of the spirit of St. Francis, the spirit which he drew from Christ; who said to the doubting, struggling centuries "come to Me and ye shall have rest." It is rest that is longed for, rest from anxious inquiry, unending struggle, rest which find shadowed in the great promise "and you shall find rest to your souls," which belief in the di-

vinity of Christ alone can give. And it is to Christ that St. Francis turns, as we see him depicted in the beautiful statue at the monastery, as He bends from the cross to receive him. For it was not the glorified Christ, whom St. Francis followed, but He Who bore our infirmities. These thoughts come to us while the solemn Gregorian Vespers is being chanted by unseen choirs. Above the Holy Sepulchre is Mount Calvary, the altar being a replica of the one in Jerusalem. Two steep stairways, one on either side of the Sepulchre lead up to it. Behind the altar is an impressive group of the crucifixion. Thus high above us, at the feet of our Crucified God, is the Blessed Sacrament exposed, "for behold I am with you all days even to the consummation of the world."

Does not the monastery whisper a message as we leave its cloistered walls, after breathing the atmosphere of peace which they enclose? We look back before a turn of the road hides it from our view, for it is "this exquisite Franciscan spirit" as it is called which is the very perfume of religion, this spirit at once so humble, so tender, so devout, so akin to the "good odor of Christ" which has passed out into the whole world and become a permanent source of inspiration.

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solemnly commemorated on Tuesday, Oct. 4th, at Mount St. Sepulchre. A Solemn High Mass was celebrated at nine o'clock. The music was entirely Gregorian adding greatly to the solemnity of the occasion. Benediction was given at 3:30.

The Franciscans observed a beautiful ceremony at sundown called Transitus, in memory of the last moments of their holy founder. Far before the shadows of night had entirely fallen, and as the golden rays of the sun were still lingering over the hills, St. Francis intoned the psalm Voce Mea, the friars surrounding him continuing it. The dying Saint recited the last verse "bring my soul out of prison, that I may praise thy name: the Just wait for me, until Thou reward me" after which he expired.

The clergy and students of the monastery assembled towards sunset in the chapel of St. Francis before the statue modeled from Murillo's masterpiece representing him by the cross. After it of one of the Church's greatest saints, while bells rang and the organ softly played. With bowed heads all received the blessing, their thoughts

with him whose Transitus was being observed, Francis the patriarch of the poor.

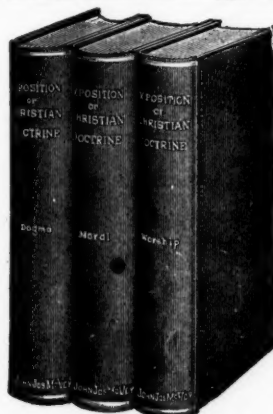
The Canadian School Question.

The separate school-question seems to have broken out again in Canada, this time presenting a new phase. As an article in this journal a few weeks ago explained, the present trouble, arises out of a test case brought in the Ontario courts to decide on the qualifications of the Christian Brothers as teachers in the separate schools. The decision was given against the

Brothers by Judge McMahon of Toronto. This brought some very sharp criticism down on the judge, who is a devout and practical Catholic; but the action of the court was generally accepted by the Catholics of Canada as a move toward the betterment of their schools.

According to affidavits filed last week at Osgoode Hall, Toronto, a large majority of the Separate School rate-payers and a section of the clergy are in favor of substituting properly qualified teachers in place of the Christian Brothers who, until recently, were in charge of the Ottawa Separate Schools.

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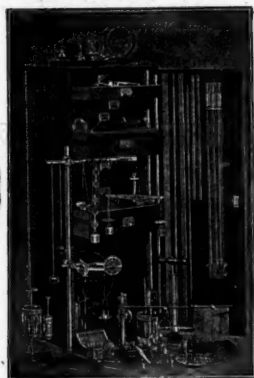
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This change is opposed by the Board of Trustees and some of the clergy. There are also conflicting statements in the affidavits as to the possibility of getting a sufficient number of qualified teachers to take charge of the schools.

Judge MacMahon, at the suit of J. D. Gratton, a teacher, granted an injunction restraining any but teachers with Ontario certificates from teaching in the Separate schools. This effectually shut out the Christian Brothers, who had none of them qualified under the Ontario law. The Board of Trustees, the defendants in the original suit, are appealing to the Court of Appeal, and in the meantime seek to have the injunction removed until the Court of Appeal renders judgment.

The claim of the Board of Trustees is that, unless the injunction is suspended, the Separate schools will have to be closed on account of a lack of duly qualified teachers.

In support of this application is filed an affidavit by Terence Maguire, chairman of the Separate School Board, who says that the inspector told him that only five teachers, who, under Judge MacMahon's decision, would be qualified to teach in the schools, are available; that fourteen are required, and that unless enough can be secured the board would not feel justified in opening the schools. He asks that the Christian Brothers be allowed to teach pending the appeal.

J. D. Gratton, the plaintiff, himself a school-teacher, and president of the Bi-Lingual Teachers' Association, contradicts the statement that there is a scarcity of qualified French teachers, and says in his affidavit that he "has every reason to believe and does believe that the present application for a suspension of the injunction order, so as to permit the Christian Brothers to teach in the said school pending an appeal, is made with the object of getting the Christian Brothers at work and in residence, so that it might afterwards be claimed as a hardship if they were sought to be dislodged."

Mr. Gratton swears that from conversations he has had with Separate School ratepayers that they desire the change in the teachers in the majority of cases, and goes on to say that "even so late as Sunday last the Rev. Father Whelen, of St. Patrick's parish, Ottawa, one of the most influential leaders of thought and conduct in the Roman Catholic community of Ottawa, took strong ground in his sermon against the action of those members of the board who insist upon the employment of Christian Brothers in the Separate Schools."

The case came before the Court of Appeal on the defendant's application to suspend the injunction pending the appeal. The Court suggested that the case be argued on its merits at once and disposed of. This neither Mr.

Shepley nor Mr. Mowat, counsel in the case, was prepared to do, so the court postponed the hearing.

The decision depends on the construction of a clause in The British North American Act, which provides that teachers in the Separate Schools shall not be affected by Provincial legislation. Judge MacMahon held that

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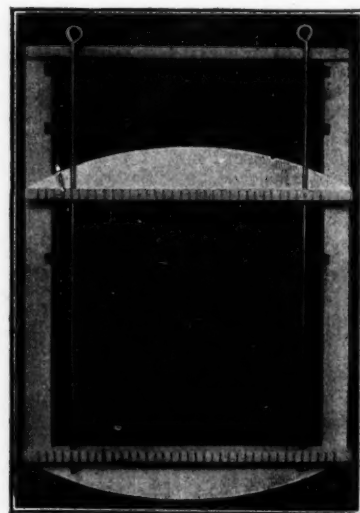


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this applied solely to individuals acting as teachers when the act was passed. The contention of the Christian Brothers is that the exemption was intended to hold good for all time.

Irish Christian Brother Dead.

Irish exchanges record the death at Marino, Clontarf, of Rev. Brother Maxwell, who for over twenty years filled the important position of Superior General of the Christian Brothers. Deceased was in the 86th year of his age, sixty-one of which were devoted to the advancement of Christian education. His death, although at an advanced age, has caused deep regret among all classes of the community. He was a member of a well-known Dublin family that for generations had been engaged in the legal profession. He himself was well and carefully educated with a view to following the same calling. Having almost completed the term of apprenticeship in his father's office, he felt called upon to a higher and a holier state. In 1843 he entered the novitiate of the Christian Brothers in Mount Sion, County Waterford, where Brother Rice, the founder of the order, was then living.

Religious Musical Plays.

The Dramatic Oratorio Society, organized under the direction of Archbishop Farley, which aims to elevate musical standards in New York and introduce musical dramas based on religious themes, has been formally organized, and pamphlets setting forth the objects and scope of the work have been issued to all the parishes in New York.

The new organization is one of the results of the music reform ordered by Pope Pius X. The plan is entirely an American idea, however, and was first suggested to the Archbishop by a corps of New York musicians.

The new society intends to produce musical dramas based on subjects from the Old Testament and the more notable Christian legends. Among the works now on the program for reproduction are "Esther," "Ruth," "Hagar," "Jairus's Daughter," "Joseph in Egypt," and "The Legend of St. Elizabeth." Among the composers represented are Liszt, Handel and Dvorak. The society will be composed of at least sixty active members and a large number of honorary members from the more influential Catholics in New York.

If a strong argument in favor of lengthening the term of the President of the United States was needed, the cost of running a political campaign would seem to furnish it. It has been figured out that the cost of running the campaign of the election of the coming November will exceed \$28,000,000. This sum represents \$2 per voter as the cost of securing 14,000,000 votes for the tickets in the field.

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school is now out of debt. The sentiment of the stockholders was that a permanent site be secured; and for this purpose a special committee was appointed, consisting of Mt. Rev. Archbishop Messmer, H. J. Desmond, L. B. Murphy and J. A. Hartigan.

At the ensuing board of directors meeting the following officers were unanimously elected:

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Following is an enumeration of schools controlled by the several Catholic Orders, that have adopted one or more of our courses, during the past three years:

<i>Sisters of Charity</i>	47	<i>Sisters of St. Agnes</i>	7
<i>Ursuline Sisters</i>	23	<i>Sisters of the Visitation</i>	3
<i>Sisters of St. Joseph</i>	59	<i>Sisters of Humility</i>	6
<i>Sisters of St. Francis</i>	58	<i>Christian Brothers</i>	3
<i>choir Sisters of Notre Dame</i>	20	<i>Sisters of I. H. M.</i>	5
<i>Presentation Nuns</i>	2	<i>Sisters of the Holy Cross</i>	9
<i>Sisters of Notre Dame</i>	19	<i>Sisters of the Sacred Heart</i>	4
<i>Sisters of the Most Precious Blood</i>	5	<i>Sisters of Providence</i>	21
<i>Sisters of St. Benedict</i>	20	<i>Sisters of Divine Providence</i>	5
<i>Sisters of the Holy Ghost</i>	3	<i>Sisters of Christian Charity</i>	9
<i>Sisters of Mercy</i>	32	<i>Sisters of Loretto</i>	11
<i>Sisters of St. Dominic</i>	12	<i>Miscellaneous Schools not classified</i>	68

Hundreds of endorsements of our works will be furnished on application. A representative of the firm will visit any vacation assembly or mother house, where there are a number of teachers desirous of becoming familiar with our works. Correspondence solicited. Address,

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